

Western Illinois University Consolidated Annual Report and Program Review



July 2023



WESTERN
ILLINOIS
UNIVERSITY

Western Illinois University
Consolidated Annual Report and Program Review
Academic Year 2022–2023

TABLE OF CONTENTS

DEANS' AREAS

| | |
|--|------------|
| College of Arts and Sciences | 4 |
| Department of Biological Sciences..... | 21 |
| Department of Chemistry..... | 29 |
| Department of Earth, Atmospheric, and Geographic Information Sciences..... | 40 |
| Department of English..... | 45 |
| Institute for Environmental Studies..... | 60 |
| Department of Foreign Languages and Literatures..... | 65 |
| Department of History..... | 69 |
| Department of Mathematics and Philosophy..... | 78 |
| School of Nursing..... | 84 |
| Department of Physics..... | 91 |
| Department of Political Science..... | 102 |
| Department of Psychology..... | 109 |
| Department of Race, Religion, Gender, and Multicultural Studies..... | 117 |
| Department of Sociology and Anthropology..... | 124 |
| College of Business and Technology | 135 |
| School of Accounting, Finance, Economics, and Decision Sciences..... | 163 |
| School of Agriculture..... | 170 |
| School of Computer Sciences..... | 177 |
| School of Engineering and Technology..... | 183 |
| School of Management and Marketing..... | 190 |
| College of Education and Human Services | 201 |
| Department of Counselor Education and College Student Personnel..... | 243 |
| School of Education..... | 250 |
| Department of Health Sciences and Social Work..... | 269 |
| Department of Kinesiology..... | 277 |
| School of Law Enforcement and Justice Administration..... | 290 |
| Department of Recreation, Park and Tourism Administration..... | 311 |
| College of Fine Arts and Communication | 337 |
| University Libraries | 359 |
| General Studies Program..... | 377 |
| Centennial Honors College | 379 |

Western Illinois University
Consolidated Annual Report and Program Review
Academic Year 2022–2023

TABLE OF CONTENTS (CONT'D)

OTHER

| | |
|---|------------|
| Illinois Institute for Rural Affairs..... | 388 |
| Illinois Law Enforcement Training and Standards Board Executive Institute..... | 408 |

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: **May 12, 2023**

College of Arts and Sciences

The Purpose of These Documents

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Deans will describe what is unique about their College, document progress on enrollment, program development, and faculty development; document and develop recruitment and retention initiatives; and, finally, record and celebrate faculty, staff, and student successes and achievements.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at http://www.wiu.edu/aasp/university_planning/. Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

WIU Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

WIU Mission

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

WIU Core Values

Academic Excellence

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

Educational Opportunity

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

Personal Growth

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

Social Responsibility

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

1. What is unique and special about your College?

My discussions are based upon the College of Arts and Sciences' (CAS) strengths; specifically, I focus on these strengths in concert with the CAS uniqueness, understanding 'uniqueness' as meaning 'distinctive' especially given President Huang's mission and vision for Western Illinois University. The College has recognized Fulbright Scholars, numerous 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 courses. CAS faculty distinctiveness is that we are in a unique position to interact, teach, mentor many students through our general education courses.

Like the discussions above of the overall reach to the entire WIU student community, the CAS experiential learning opportunities range 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. Additional examples of experiential learning include CAS-wide Funded Undergraduate Research and matching Graduate Student Research with two rounds of UGR competition – one in Fall and one in Spring as well as Political Science's Model UN and Model Illinois Government. Additionally the College's #1 funding priority for the WIU Capital Campaign is "Experiential Learning." The CAS also supports Mock Trials which include CAS students as well as students in other colleges at WIU. Also, please see the individual CAS departments' reports.

2. Enrollment growth possibilities in your College

Include in this description, where possible, market data, audience profiles, national trends, employment data, and other indicators of market potential.

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 :

1. 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'.
2. Both campuses: increased experiential learning opportunities; determining the goals and delivery of Mathematics 100 and 110 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. We are also piloting HS/WIU dual enrollment Summer REUs with the Illinois Mathematics and Science Academy and the Department of Physics, using Foundation funds for a 3 hour course; focusing on targeting fundraising, our hope is to continue this experience for other high schools.
3. The demographic decline in college-age students as well as the current view of college as job- and career-training.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

3. Barriers to growth in your College

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.

4. Enrollment

Institutional Research will create a “College Profile” for Deans and Chairpersons/Directors. Please note that most information can be found in the Fact Book. Include the following:

- a. 5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in your College*
- b. 5 years of headcount enrollment by race/ethnicity, gender, and country of origin*
- c. 5 years total credit hour production by Department/School*
- d. Identify faculty-student ratio by College and Department/School, with explanation of disciplinary norms*

See Appendix.

5. Degrees conferred

Include the following:

- a. Total number of degrees conferred for most recent academic year*
- b. Total number of degrees conferred for most recent academic year per department and/or program*
- c. Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin*

See Appendix.

6. Retention of students

List retention initiatives for the following:

- a. Current students*
- b. Transfer students*

The College and all CAS undergraduate programs have retention plans – these are living documents (They have been submitted to the provost and also see the individual CAS departments' reports). Here are some select highlights:

English

In an attempt to help late registering students for English 180 in the spring, one faculty member ran an experimental section which started two weeks later than all other sections.

Dr. Johnson, Director of the Writing Program, and one TA ran pilot sections of English 180 in Spring 2023 centered on anti-racism, cultural and linguistics competencies, and contract-based grading to try out new curriculum that still meets the mandated writing requirements for the State.

University Writing Center: Developed more of a social media presence to advertise the services the center offers. Consultants write about 2 posts on Facebook and Twitter per week. The posts encourage students to make appointments and also share writing tips

Chemistry

Hands-on High School Lab Activities program: Under this program a brochure and cover letter were developed and distributed to area high schools. The program invites science teachers to bring their students to WIU department of Chemistry to participate in one to three (1 to 1.5 hours per activity) organized “Hands-on Lab Activities” which the Chemistry faculty and their research students develop and lead. Undergraduate research students played a major role in

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

working with the high school students to assist them with the hands-on lab activities and made great teach-in speakers. They develop a sense of pride in their accomplishments, their major, and the university as they serve as leaders in working with younger students

Psychology:

Psychology Club restarted as a student organization whose goal is to build community among lower-division students. It meets monthly

During Spring semester, first year Psychology majors who are academically struggling in Introductory Psychology were contacted by instructors during Week 4

7. Recruitment of students

List recruitment initiatives for the following:

- a. First-year students*
- b. Graduate students*

Recruitment initiatives for first year students:

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

Many department chairs are writing notes to students who have visited their departments.

Also, please see the individual CAS departments' reports. Here are some select highlights:

English

Drs. Buchanan and White organized a writing festival for middle school students in November

Drs. Buchanan and White organized a Writing Day for area high school students. Various CAS Departments participate, hosting workshops in their disciplinary area.

Chemistry

Hands-on High School Lab Activities program.

A brochure and cover letter were developed and distributed to area high schools, inviting science teachers to bring their students to WIU Department of Chemistry to participate in one to three (1 to 1.5 hours per activity) organized "Hands-on Lab Activities" which the Chemistry faculty and their research students develop and lead.

Undergraduate research students play a major role in working with high school students to assist them with the hands-on lab activities. WIU Chemistry students make great teach-in speakers. They develop a sense of pride in their accomplishments, their major, and the university as they serve as leaders in working with younger students. 4 High School classes have been hosted already this academic year, 2022-2023, and 9 will occur prior to May 2023.

History

Drawing on a digital history game he developed in summer 2021, the department chair, supported by a WIU summer stipend received in 2022, continues to work with Illinois high school American history teachers to incorporate the game into their curriculum.

The Department of History started working with the Malpass Library archives staff to bring high school students to campus for exposure to the archives, visit a history class, and receive information about the department from the chair. Two high schools are visiting in spring 2023, and another is scheduled for fall 2023. One product of that initiative is that one of the department's World history professors, Dr. Ute Chamberlin, traveled to two high schools in Western Illinois in spring 2023 to give guest presentations.

Graduate Students - please see individual department reports in the appendix.

8. Recruitment and retention of faculty and staff

Describe the following:

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

- a. *Initiatives to retain faculty and staff*
- b. *Plans to hire 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. Some of our departments are routinely assigning overload to cover personnel shortages. These departments include Chemistry, EAGIS (principally GIS and Meteorology programs). Current information regarding workload for both these departments:

1. CHEM: Unit A average number of ACEs: 24.6
2. EAGIS: Unit A average number of ACEs: 26

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

One important way to recruit and retain office support staff is to increase shared office staff across departments 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.

CAS participates in the CT Vivian initiative when there are open personnel positions in departments.

College-wide:

Office Support Staff

I continue to request the 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, LAS (RRGMS)/FLL, EAGIS/IES, History/Political Science, Sociology & Anthropology/Mathematics & Philosophy. We were successful in restoring a 100% position in English using cost savings within that department and assigning 50% office support 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.

9. Courses

Include the following:

- a. *Total number of general education courses*
- b. *Total number of FYE courses*
- c. *Total number of major courses*
- d. *Total number of independent study, internship, and other courses*
- e. *Total number of graduate courses*
- f. *Number of courses offered through Macomb campus*
- g. *Number of courses offered through QC campus*
- h. *Number of courses offered through Online campus*

See appendix.

10. Number of new and revised academic programs

Include the following:

- a. *New major options (include audience for the program and aspect of mission served by the program)*
- b. *New minors (include audience for the program and aspect of mission served by the program)*
- c. *New certificates, emphases, or other (include audience and aspect of mission served)*

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

See Appendix.

11. Eliminated academic programs

List eliminated majors, minors, other

See Appendix.

12. Faculty activities

Include the following:

- a. Achievements*
- b. Professional development*
- c. Outreach and significant service*
- d. Research (books, articles, conference presentations, other)*

a-c: Please see individual department reports included in the appendix.

d. Research:

Books: 6

Articles: 75

Conference Presentations: 108

Other: Creative Activities: 92

13. Grant activities and external funding

FUNDRAISING/DONOR SUPPORT:

Calendar year, 1/1/2022-12/31/2022 (12 months): \$2,105,751.14

Fiscal year, 7/1/2022-5/22/23 (10 +7/10ths months): \$2,033,115.10

GRANTS: Submitted - \$663,912 (5); Awards - \$176,910 (2)

Please remember that our faculty, especially in Chemistry and GIS have extremely high workloads making it difficult to work on research. While our plan was to use the open line for Dr. James Rabchuk to fund at least two positions to return workload to a level that allow for research, the funds were reallocated to QC positions in Chemistry and Physics supporting the Engineering program.

14. Value of programming

Explain how departments, programs, and other aspects of your College add value to the educational experiences of Western's students.

College of Arts and Sciences disciplines, programs, and faculty distinctions are that we are in a unique position to interact, teach, and mentor many students through our experiential learning activities and in our general education courses. Also, CAS is distinct in its funded Undergraduate Research Programs – We continue to have two rounds of UGR competition. Other CAS experiential learning opportunities include Model UN, Model Illinois Government, English Writing Festival.

A well-rounded, robust public education is a public good, with equal opportunity for deep, intellectual study available to all persons regardless of privileges of birth. First generation students are entitled to the same, quality education that legacy students at prestigious private colleges enjoy, which includes the exploration of disciplines outside the disciplinary major. This public good is desirable from a collective interest of having a well-educated citizenry as well as from an individual self-interested point of view of intellectual and personal growth that supports one's career and one's overall ability to be the best that one can be.

We are a regional, public university with a mandate to educate our citizenry so that they are productive, informed, and compassionate members of society, with meaningful careers, political and economic savvy, the ability to communicate regardless of the medium as well as possessing those skills and intellectual agility to move through their chosen careers or to pivot effortlessly into another. The courses in general education are the milieu in which this can and will happen.

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

15. Student success

List the following:

- a. *Student clubs and organizations in the College*
- b. *Results of any student surveys in your College, including surveys on student success, program development, student satisfaction, etc.*
- c. *All new initiatives in the College regarding student success*
- d. *All initiatives to support underrepresented student populations in your College*

Please see the individual CAS departments' reports. Here are some select highlights:

- a. Our CAS Student Council has been revived thanks to the efforts of Dr. Keith Boeckleman and Ms. Amy Crosby, co-advisors. Student council members contributed to retention efforts. They also hosted The Last Lecture this year, presented by Dr. Luciano Picanco, Chair of Foreign Languages and Literatures.
- b. n/a
- c. Please see individual department reports included in the appendix.
- d. DREAMer Scholarships: Political Science Professor Julia Albarracin-Green has established the Fund to provide the opportunity for undocumented students to attend Western. CAS Development Officer Amy Crosby, assists with fundraising efforts. (Funds raised will benefit all students regardless of College affiliation).

Amy Crosby has also worked with a donor to establish the African American Experiential Learning Scholarship (housed in RRGMS).

CAS has raised funds with a major donor to establish Bridge to Graduate School Research Inspiring Student Excellence (RISE) awards. 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.

16. Alumni highlights

List notable highlights from College alumni.

See individual department reports included in the appendix. Some highlights include

Biological Sciences: Ms. Brianna Chandler, (May 2019, BS Biology degree, emphasis in Medical Sciences) has started medical school at the Indiana University School of Medicine. Brianna was also an undergraduate research student with Dr. Meshack Afitlhile.

Chemistry: Twelve chemistry students (5 chemistry graduate students and 7 undergraduate students with 2 majoring in Chemistry and 5 majoring in Forensic Chemistry) presented posters at the American Chemical Society (ACS) Fall 2022 National Meeting in Chicago in August 21-25, 2022. The students were accompanied by chemistry professors Drs. Ligu Song, John Determan and Brian Bellott.

English: All English Education students who completed their degrees in the last 3 years have been hired, often before they completed their student teaching.

Environmental Science: Dr. Michele Rehbien has accepted a position leading mosquito research at the Salt Lake County Mosquito Abatement Laboratory.

Political Science: Political Science alumnus, Mr. Kirk Dillard was reappointed to Illinois Supreme Court Historic Preservation Commission and has been appointed to the WIU Board of Trustees.

17. Community and/or regional engagement from College:

List notable community and regional engagement activities.

See individual CAS departments' reports. Some highlights include:

Western Illinois University
Academic Affairs, Annual Reporting Documents —Deans
Academic Year 2022–2023

Due to Provost's Office: May 12, 2023

The Department of History organized a community presentation by faculty and students: Webinar, "Politics in the History Classroom," Wednesday, November 16, involving Dr. Ed Woell, MA student Emmanuel Ennin, and MA alumnus Joseph Ames. Attended by 33 participants, including current students, faculty, and Western Illinois regional high school teachers.

Environmental Studies Director, Professor Roger Viadero was interviewed by Colorado Public Radio about the proposed diversion of Mississippi River water to the Colorado River Basin. The interview was featured in "Parched," CPR's 10-part podcast that covers the impacts of the 20+ year-long drought in the southwestern US from different perspectives (<https://www.cpr.org/podcast-episode/the-boldest-idea-of-all/>). The podcast is also hosted and promoted on the National Public Radio website.

Prof. Viadero serves as a member of the Quad Cities Clean River Council, a group supported by the Walton Family Foundation to develop a clean water action plan for the Mississippi River with a focus on social and environmental justice issues and engagement. This work is coordinated by the Quad Cities Community Foundation. He is also principal investigator on project sponsored by the City of Moline to address nutrient loading issues in the Rock and Mississippi Rivers.

Tawnya Adkins Covert, Chair of the Department of Sociology and Anthropology and Tyler Leibnitz, MA Sociology Student and Randall and Delores Lindsey DEI Graduate Internship recipient collected data on course offerings in social science in regional high schools for a multi-year, interdisciplinary initiative to establish a social science professional development workshop for high school social science teachers. Meetings with local teachers and administrators regarding project goals and initiatives were held.

18. Conclusion

College of Arts and Sciences disciplines, programs, and faculty are in a unique position to interact, teach, and mentor many students through our experiential learning activities as discussed above and in our general education courses. The Teagle Foundation notes that "general education is the place in the undergraduate curriculum where students, who now overwhelmingly pursue pre-professional areas of study, should engage with challenging and inspiring works of literature, art, and philosophy—works that raise the sort of questions they are otherwise unlikely to encounter in their undergraduate career, and at a moment in their lives when they are open to confronting humanistic questions as part of their education." We cannot and indeed must not forget this.

One common theme throughout General Education discussions and demands for reform is the call for a well-educated citizenry whether the fear of specialization resided in entrenched efforts to turn undergraduates into mini-grads focusing only on their disciplines pre-198X or the current emphasis on workforce readiness. Might we find some path to rapprochement via civic education or some other common theme to be explored?

We must understand that a well-rounded, robust public education including K-12 and Higher Education is a public good, with equal opportunity for deep, intellectual study available to all persons regardless of privileges of birth. First generation students are entitled to the same, quality education that legacy students at prestigious private colleges enjoy, which includes the exploration of disciplines outside the disciplinary major. This public good is desirable from a collective interest of having a well-educated citizenry as well as from an individual self-interested point of view of intellectual and personal growth that supports one's career and one's overall ability to be the best that one can be.

It is not only the College of Arts and Sciences that must be given the time and space to re-vision general education – it is also the entire University. Importantly, educational outreach partnerships between K-12 and college programs such as our CAS Math tutoring initiative with Edison School are key to overcoming Covid losses and disparate preparation for advance education. We are a public university with a mandate to educate our citizenry so that they are productive, informed, and compassionate members of society, with meaningful careers, political and economic savvy, the ability to communicate regardless of the medium as well as possessing those skills and intellectual agility to move through their chosen careers or to pivot effortlessly into another. The courses in general education are the milieu in which this can, does, and will happen.

Appendix

4. Enrollment:

a. Majors of New Freshmen, Fall 2018-2022

| | <u>2018</u> | <u>2019</u> | <u>2020</u> | <u>2021</u> | <u>2022</u> |
|--|-------------|-------------|-------------|-------------|-------------|
| COLLEGE OF ARTS AND SCIENCES | | | | | |
| Biological Sciences | 63 | 48 | 66 | 58 | 66 |
| Biology | 62 | 46 | 63 | 57 | 64 |
| Clinical Laboratory Science | 1 | 2 | 3 | 1 | 2 |
| Chemistry | 33 | 41 | 55 | 35 | 24 |
| Chemistry | 12 | 8 | 22 | 9 | 8 |
| Forensic Chemistry | 21 | 33 | 33 | 26 | 16 |
| English | 11 | 9 | 6 | 11 | 12 |
| Foreign Languages & Literatures | 4 | 5 | - | 3 | 7 |
| Foreign Languages & Cultures | 1 | 5 | - | 3 | 7 |
| Spanish Education | 3 | - | - | - | - |
| Earth, Atmospheric & Geographic Info Sciences | 11 | 8 | 7 | 10 | 10 |
| Geographic Information Science | - | 2 | 2 | 3 | 3 |
| Geology | 3 | 1 | - | 1 | - |
| Meteorology | 8 | 5 | 5 | 6 | 7 |
| History | 6 | 8 | 9 | 11 | 11 |
| Mathematics & Philosophy | 5 | 8 | 3 | 6 | 8 |
| Mathematics | 4 | 8 | 2 | 6 | 7 |
| Pre-Engineering | 1 | - | 1 | - | 1 |
| Nursing, School of | 85 | 87 | 115 | 111 | 97 |
| Nursing Direct Admit | - | - | 10 | 8 | 4 |
| Pre-Nursing | 85 | 87 | 105 | 103 | 93 |
| Physics | 2 | 5 | 6 | 2 | 2 |
| Political Science | 12 | 6 | 10 | 11 | 11 |
| Psychology | 64 | 58 | 71 | 70 | 89 |
| Race, Religion, Gender & Multidisciplinary Studies* | 2 | 3 | - | 1 | 2 |
| Liberal Arts & Sciences | 2 | 3 | - | 1 | 2 |
| Sociology and Anthropology | 5 | 5 | 5 | 7 | 11 |
| Anthropology | 2 | 2 | 2 | 4 | 4 |
| Sociology | 3 | 3 | 3 | 3 | 7 |
| TOTAL ARTS & SCIENCES | 303 | 291 | 353 | 336 | 350 |

4. Enrollment.

a. 2. Majors of New Transfers, Fall 2018-2022

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|------------|------------|------------|------------|------------|
| COLLEGE OF ARTS AND SCIENCES | | | | | |
| Biological Sciences | 22 | 21 | 25 | 29 | 22 |
| Biology | 21 | 21 | 24 | 27 | 22 |
| Clinical Laboratory Science | 1 | - | 1 | 2 | - |
| Chemistry | 6 | 9 | 5 | 9 | 7 |
| Chemistry | 1 | 6 | 2 | 2 | 3 |
| Forensic Chemistry | 5 | 3 | 3 | 7 | 4 |
| English | 7 | 4 | 7 | 8 | 11 |
| Foreign Languages & Literature | 2 | 1 | 1 | 1 | 1 |
| Foreign Languages & Cultures | 1 | 1 | 1 | 1 | 1 |
| Spanish Education | 1 | - | - | - | - |
| Earth, Atmospheric & Geographic Info Sciences | 7 | 9 | 4 | 9 | 9 |
| Geographic Information Science | 1 | 5 | 1 | 5 | 6 |
| Geology | 1 | - | 2 | 2 | 2 |
| Meteorology | 5 | 4 | 1 | 2 | 1 |
| History | 7 | 11 | 8 | 13 | 7 |
| Mathematics & Philosophy | 2 | 3 | - | 3 | 3 |
| Mathematics | 2 | 3 | - | 3 | 3 |
| Nursing, School of | 23 | 18 | 19 | 19 | 18 |
| Nursing | 9 | 7 | 10 | 8 | 6 |
| Pre-Nursing | 14 | 11 | 9 | 11 | 12 |
| Physics | 3 | 1 | 2 | - | 1 |
| Political Science | 4 | 7 | 9 | 5 | 6 |
| Psychology | 28 | 37 | 44 | 39 | 28 |
| Race, Religion, Gender & Multidisciplinary Studies* | 14 | 11 | 6 | 1 | 4 |
| Liberal Arts & Sciences | 14 | 11 | 6 | 1 | 4 |
| Sociology and Anthropology | 19 | 13 | 30 | 27 | 28 |
| Anthropology | 13 | 6 | 9 | 10 | 8 |
| Sociology | 6 | 7 | 21 | 17 | 20 |
| TOTAL ARTS & SCIENCES | 144 | 145 | 160 | 163 | 145 |

4. Enrollment

a.3. Majors of New Graduate Students, Fall 2018-2022

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|-----------|-----------|-----------|------------|-----------|
| COLLEGE OF ARTS AND SCIENCES | | | | | |
| Biology | 16 | 10 | 12 | 8 | 8 |
| Biology | 14 | 9 | 9 | 8 | 8 |
| PBC-Biology-Zoo & Aquarium Studies | 2 | 1 | 3 | - | - |
| Chemistry | 16 | 4 | 7 | 15 | 4 |
| English | 9 | 10 | 7 | 8 | 8 |
| Environmental Science: Large River Ecosystems | 1 | - | - | 2 | - |
| Earth, Atmospheric & Geographic Info Sciences | 2 | 1 | 5 | 16 | 9 |
| Geography | 2 | 1 | 2 | - | - |
| GIScience & Geoenvironment | - | - | 3 | 16 | 9 |
| History | 3 | 5 | 3 | 4 | 6 |
| Mathematics & Philosophy | 4 | 5 | 3 | 10 | 12 |
| Mathematics | 4 | 5 | 3 | 10 | 8 |
| Teaching Mathematics** | - | - | - | - | 4 |
| Physics | 8 | 7 | 7 | 5 | 4 |
| Political Science | 5 | 4 | 4 | 9 | 4 |
| Psychology | 18 | 17 | 17 | 18 | 19 |
| Psychology | 13 | 11 | 11 | 12 | 11 |
| Specialist in School Psychology | 5 | 6 | 6 | 6 | 8 |
| Race, Religion, Gender & Multidisciplinary Studies** | 4 | 2 | 2 | 1 | 1 |
| Liberal Arts & Sciences | 4 | 2 | 2 | 1 | 1 |
| Sociology | 3 | 4 | 3 | 7 | 3 |
| TOTAL ARTS & SCIENCES | 89 | 69 | 70 | 103 | 78 |

4. Enrollment

a. 4 Undergraduate and Graduate Enrollment by College, Department and Major, Fall 2018-2022

| | 2018 | | | 2019 | | | 2020 | | | 2021 | | | 2022 | | | Percent Change 2018-2022 | | |
|---|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------------------|---------------|---------------|
| | Undergrad | Grad | Total | Undergrad | Grad | Total | Undergrad | Grad | Total | Undergrad | Grad | Total | Undergrad | Grad | Total | Undergrad | Grad | Total |
| COLLEGE OF ARTS & SCIENCES | | | | | | | | | | | | | | | | | | |
| Biological Sciences | 354 | 65 | 419 | 302 | 46 | 348 | 269 | 33 | 302 | 259 | 38 | 297 | 219 | 28 | 247 | -38.1% | -56.9% | -41.1% |
| Biology | 334 | 63 | 397 | 283 | 45 | 328 | 248 | 30 | 278 | 243 | 36 | 279 | 204 | 27 | 231 | -38.9% | -57.1% | -41.8% |
| Biology Education | 8 | - | 8 | 6 | - | 6 | 7 | - | 7 | 6 | - | 6 | 7 | - | 7 | -12.5% | - | -12.5% |
| Clinical Laboratory Science | 12 | - | 12 | 13 | - | 13 | 14 | - | 14 | 10 | - | 10 | 8 | - | 8 | -33.3% | - | -33.3% |
| Zoo & Aquarium Studies (PBC) | - | 2 | 2 | - | 1 | 1 | - | 3 | 3 | - | 2 | 2 | - | 1 | 1 | - | -50.0% | -50.0% |
| Chemistry | 118 | 37 | 155 | 125 | 31 | 156 | 132 | 26 | 158 | 109 | 35 | 144 | 95 | 27 | 122 | -19.5% | -27.0% | -21.3% |
| Chemistry | 38 | 37 | 75 | 39 | 31 | 70 | 47 | 26 | 73 | 38 | 35 | 73 | 30 | 27 | 57 | -21.1% | -27.0% | -24.0% |
| Chemistry Education | 5 | - | 5 | 4 | - | 4 | 2 | - | 2 | 2 | - | 2 | 1 | - | 1 | -80.0% | - | -80.0% |
| Forensic Chemistry | 75 | - | 75 | 82 | - | 82 | 83 | - | 83 | 69 | - | 69 | 64 | - | 64 | -14.7% | - | -14.7% |
| Earth, Atmospheric & GIS | 48 | 8 | 56 | 51 | 5 | 56 | 51 | 10 | 61 | 53 | 29 | 82 | 63 | 30 | 93 | 31.3% | 275.0% | 66.1% |
| Geographic Information Science | 8 | 7 | 15 | 20 | 5 | 25 | 18 | - | 18 | 18 | - | 18 | 25 | - | 25 | 212.5% | -100.0% | 66.7% |
| Geology | 17 | - | 17 | 11 | - | 11 | 10 | - | 10 | 11 | - | 11 | 11 | - | 11 | -35.3% | - | -35.3% |
| GIScience & Geoenvironment | - | - | - | - | - | - | - | 10 | 10 | - | 28 | 28 | - | 30 | 30 | - | - | - |
| GIS Analysis (PBC) | - | 1 | 1 | - | - | - | - | - | - | - | 1 | 1 | - | - | - | - | -100.0% | -100.0% |
| Meteorology | 23 | - | 23 | 20 | - | 20 | 23 | - | 23 | 24 | - | 24 | 27 | - | 27 | 17.4% | - | 17.4% |
| English | 90 | 33 | 123 | 71 | 26 | 97 | 61 | 26 | 87 | 67 | 21 | 88 | 77 | 22 | 99 | -14.4% | -33.3% | -19.5% |
| English | 55 | 32 | 87 | 40 | 26 | 66 | 31 | 26 | 57 | 30 | 21 | 51 | 40 | 22 | 62 | -27.3% | -31.3% | -28.7% |
| English Education | 35 | - | 35 | 31 | - | 31 | 30 | - | 30 | 37 | - | 37 | 37 | - | 37 | 5.7% | - | 5.7% |
| English (PBC) | - | 1 | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | -100.0% | -100.0% |
| Environmental Science (Ph. D.) | - | 6 | 6 | - | 6 | 6 | - | 3 | 3 | - | 3 | 3 | - | 4 | 4 | - | -33.3% | -33.3% |
| Foreign Languages & Literatures | 27 | - | 27 | 24 | - | 24 | 21 | - | 21 | 21 | - | 21 | 19 | - | 19 | -29.6% | - | -29.6% |
| Foreign Languages & Cultures | 20 | - | 20 | 18 | - | 18 | 16 | - | 16 | 20 | - | 20 | 19 | - | 19 | -5.0% | - | -5.0% |
| Spanish Education | 7 | - | 7 | 6 | - | 6 | 5 | - | 5 | 1 | - | 1 | - | - | - | -100.0% | - | -100.0% |
| History | 72 | 13 | 85 | 70 | 9 | 79 | 72 | 11 | 83 | 66 | 12 | 78 | 50 | 15 | 65 | -30.6% | 15.4% | -23.5% |
| History | 34 | 13 | 47 | 33 | 9 | 42 | 32 | 11 | 43 | 25 | 12 | 37 | 14 | 15 | 29 | -58.8% | 15.4% | -38.3% |
| History Education | 38 | - | 38 | 37 | - | 37 | 40 | - | 40 | 41 | - | 41 | 36 | - | 36 | -5.3% | - | -5.3% |
| Mathematics & Philosophy | 33 | 15 | 48 | 29 | 9 | 38 | 18 | 10 | 28 | 24 | 17 | 41 | 27 | 26 | 53 | -18.2% | 73.3% | 10.4% |
| Mathematics | 10 | 15 | 25 | 15 | 9 | 24 | 8 | 10 | 18 | 13 | 17 | 30 | 16 | 17 | 33 | 60.0% | 13.3% | 32.0% |
| Mathematics Education | 17 | - | 17 | 13 | - | 13 | 7 | - | 7 | 9 | - | 9 | 10 | - | 10 | -41.2% | - | -41.2% |
| Philosophy | 5 | - | 5 | 1 | - | 1 | 1 | - | 1 | - | - | - | - | - | - | -100.0% | - | -100.0% |
| Pre-Engineering | 1 | - | 1 | - | - | - | 2 | - | 2 | 2 | - | 2 | 1 | - | 1 | 0.0% | - | 0.0% |
| Teaching Mathematics | - | - | - | - | - | - | - | - | - | - | - | - | 9 | - | 9 | - | - | - |
| Nursing, School of | 270 | - | 270 | 248 | - | 248 | 282 | - | 282 | 293 | - | 293 | 280 | - | 280 | 3.7% | - | 3.7% |
| Nursing | 88 | - | 88 | 101 | - | 101 | 104 | - | 104 | 94 | - | 94 | 96 | - | 96 | 9.1% | - | 9.1% |
| Pre-Nursing | 182 | - | 182 | 147 | - | 147 | 178 | - | 178 | 199 | - | 199 | 184 | - | 184 | 1.1% | - | 1.1% |
| Physics | 17 | 19 | 36 | 17 | 15 | 32 | 14 | 16 | 30 | 12 | 14 | 26 | 13 | 12 | 25 | -23.5% | -36.8% | -30.6% |
| Physics | 16 | 19 | 35 | 17 | 15 | 32 | 14 | 16 | 30 | 12 | 14 | 26 | 13 | 12 | 25 | -18.8% | -36.8% | -28.6% |
| Physics Education | 1 | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | -100.0% | - | -100.0% |
| Political Science | 75 | 17 | 92 | 55 | 11 | 66 | 65 | 11 | 76 | 55 | 17 | 72 | 62 | 9 | 71 | -17.3% | -47.1% | -22.8% |
| Psychology | 310 | 53 | 363 | 294 | 49 | 343 | 319 | 46 | 365 | 346 | 48 | 394 | 353 | 50 | 403 | 13.9% | -5.7% | 11.0% |
| Psychology | 310 | 35 | 345 | 294 | 33 | 327 | 319 | 30 | 349 | 346 | 30 | 376 | 353 | 30 | 383 | 13.9% | -14.3% | 11.0% |
| School Psychology | - | 18 | 18 | - | 16 | 16 | - | 16 | 16 | - | 18 | 18 | - | 20 | 20 | - | 11.1% | 11.1% |
| Race, Religion, Gender & Multidisciplinary Studies** | 74 | 10 | 84 | 51 | 5 | 56 | 43 | 2 | 45 | 20 | 3 | 23 | 25 | 3 | 28 | -66.2% | -70.0% | -66.7% |
| Liberal Arts & Sciences | 72 | 10 | 82 | 51 | 5 | 56 | 43 | 2 | 45 | 20 | 3 | 23 | 25 | 3 | 28 | -65.3% | -70.0% | -65.9% |
| Religious Studies | 1 | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | -100.0% | - | -100.0% |
| Women's Studies | 1 | - | 1 | - | - | - | - | - | - | - | - | - | - | - | - | -100.0% | - | -100.0% |
| Sociology & Anthropology | 71 | 12 | 83 | 71 | 13 | 84 | 107 | 12 | 119 | 110 | 20 | 130 | 127 | 13 | 140 | 78.9% | 8.3% | 68.7% |
| Anthropology | 36 | - | 36 | 40 | - | 40 | 49 | - | 49 | 52 | - | 52 | 46 | - | 46 | 27.8% | - | 27.8% |
| Sociology | 35 | 12 | 47 | 31 | 13 | 44 | 58 | 12 | 70 | 58 | 20 | 78 | 81 | 13 | 94 | 131.4% | 8.3% | 100.0% |
| TOTAL ARTS & SCIENCES | 1,559 | 288 | 1,847 | 1,408 | 225 | 1,633 | 1,454 | 206 | 1,660 | 1,435 | 257 | 1,692 | 1,410 | 239 | 1,649 | -9.6% | -17.0% | -10.7% |

5. Degrees conferred

a. & b. Total number of degrees conferred by the College and by department/program.

| College/Major | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|------------|------------|------------|------------|------------|
| COLLEGE OF ARTS & SCIENCES | | | | | |
| Biological Sciences | 74 | 63 | 78 | 56 | 44 |
| Biology | 72 | 61 | 78 | 54 | 42 |
| Clinical Laboratory Science | 2 | 2 | - | 2 | 2 |
| Chemistry | 27 | 20 | 22 | 20 | 13 |
| Chemistry | 11 | 8 | 8 | 3 | 7 |
| Forensic Chemistry | 16 | 12 | 14 | 17 | 6 |
| English | 24 | 20 | 22 | 20 | 11 |
| Foreign Languages & Literatures | 9 | 9 | 4 | 6 | 4 |
| Foreign Languages & Cultures | 7 | 9 | 3 | 4 | 3 |
| French | 1 | - | - | - | - |
| Spanish Education | 1 | - | 1 | 2 | 1 |
| Earth, Atmospheric & Geographic Info Sciences | 13 | 13 | 5 | 11 | 9 |
| Geographic Information Science | 3 | 3 | 2 | 5 | 3 |
| Geology | 2 | 8 | 1 | 3 | 3 |
| Meteorology | 8 | 2 | 2 | 3 | 3 |
| History | 23 | 18 | 13 | 22 | 16 |
| Mathematics & Philosophy | 18 | 11 | 6 | 6 | 4 |
| Mathematics | 14 | 6 | 6 | 6 | 4 |
| Philosophy | 4 | 5 | - | - | - |
| Nursing | 29 | 27 | 26 | 40 | 28 |
| Physics | 9 | 3 | 3 | 5 | 3 |
| Political Science | 23 | 20 | 17 | 17 | 18 |
| Psychology | 67 | 67 | 71 | 61 | 68 |
| Race, Religion, Gender & Multidiscip. Studies* | 21 | 19 | 11 | 18 | 7 |
| African American Studies | 7 | - | 1 | - | - |
| Liberal Arts & Sciences | 12 | 17 | 10 | 18 | 7 |
| Religious Studies | 1 | 1 | - | - | - |
| Women's Studies | 1 | 1 | - | - | - |
| Sociology & Anthropology | 18 | 19 | 21 | 19 | 22 |
| Anthropology | 2 | 4 | 9 | 9 | 13 |
| Sociology | 16 | 15 | 12 | 10 | 9 |
| TOTAL ARTS & SCIENCES | 355 | 309 | 299 | 301 | 247 |

5. Degrees conferred

c. Number of Undergraduate and Graduate Degrees Conferred by Degree Program, Race/Ethnicity and Gender, FY2022

| Undergraduate Degree Program | International | Black | American | | | White | Pacific Islander | Unknown | 2 or More | MALE | FEMALE | TOTAL |
|---|---------------|-----------|----------|----------|-----------|------------|---------------------|----------|--------------|-----------|------------|------------|
| | | | Indian | Asian | Hispanic | | | | | TOTAL | TOTAL | |
| COLLEGE OF ARTS & SCIENCES | | | | | | | | | | | | |
| Biological Sciences | - | 6 | - | 2 | 6 | 29 | - | - | 1 | 15 | 29 | 44 |
| B.S. in Biology | - | 5 | - | 2 | 5 | 29 | - | - | 1 | 15 | 27 | 42 |
| B.S. in Clinical Laboratory Science | - | 1 | - | - | 1 | - | - | - | - | - | 2 | 2 |
| Chemistry | - | - | - | - | 3 | 10 | - | - | - | 8 | 5 | 13 |
| B.S. in Chemistry | - | - | - | - | 1 | 6 | - | - | - | 5 | 2 | 7 |
| B.S. in Forensic Chemistry | - | - | - | - | 2 | 4 | - | - | - | 3 | 3 | 6 |
| Earth, Atmospheric & Geographic Information Sciences | - | 1 | - | - | - | 6 | - | 2 | - | 7 | 2 | 9 |
| B.S. in Geographic Information Science | - | 1 | - | - | - | 1 | - | 1 | - | 3 | - | 3 |
| B.S. in Geology | - | - | - | - | - | 2 | - | 1 | - | 2 | 1 | 3 |
| B.A. in Meteorology | - | - | - | - | - | 3 | - | - | - | 2 | 1 | 3 |
| B.A. in English | - | 1 | - | - | - | 9 | - | 1 | - | 5 | 6 | 11 |
| Foreign Languages & Literatures | - | - | - | - | 1 | 3 | - | - | - | 1 | 3 | 4 |
| B.A. Foreign Languages & Cultures | - | - | - | - | 1 | 2 | - | - | - | 1 | 2 | 3 |
| B.A. in Spanish Education | - | - | - | - | - | 1 | - | - | - | - | 1 | 1 |
| B.A. in History | - | 2 | - | - | - | 14 | - | - | - | 12 | 4 | 16 |
| Mathematics & Philosophy | - | - | - | - | - | 4 | - | - | - | - | 4 | 4 |
| B.S. in Mathematics | - | - | - | - | - | 4 | - | - | - | - | 4 | 4 |
| B.S.N. in Nursing | 2 | 9 | - | 1 | 2 | 14 | - | - | - | 2 | 26 | 28 |
| B.S. in Physics | - | - | - | - | 1 | 2 | - | - | - | 2 | 1 | 3 |
| B.A. in Political Science | - | 7 | - | 1 | 1 | 8 | - | - | 1 | 10 | 8 | 18 |
| B.S. in Psychology | - | 12 | - | - | 5 | 47 | 1 | 3 | - | 17 | 51 | 68 |
| Race, Religion, Gender & Multidisciplinary Studies* | - | 3 | - | - | - | 4 | - | - | - | 2 | 5 | 7 |
| B.L.A.S. in Liberal Arts & Sciences | - | 3 | - | - | - | 4 | - | - | - | 2 | 5 | 7 |
| Sociology & Anthropology | - | 1 | - | - | 3 | 18 | - | - | - | 3 | 19 | 22 |
| B.A. in Anthropology | - | - | - | - | 1 | 12 | - | - | - | 2 | 11 | 13 |
| B.A. in Sociology | - | 1 | - | - | 2 | 6 | - | - | - | 1 | 8 | 9 |
| ARTS & SCIENCES TOTAL | 2 | 42 | - | 4 | 22 | 168 | 1 | 6 | 2 | 84 | 163 | 247 |

9. Courses

- Total number of general education courses: 390
- Total number of FYE courses: 38
- Total number of major courses (upper division): 347
- Total number of independent study, internship, and other courses: 102
- Total number of graduate courses: 142
- Number of courses offered through Macomb campus: 744
- Number of courses offered through QC campus: 48
- Number of courses offered through Online campus: 250

10. Number of new and revised programs

- a. Majors/Options
 - a. New -none
 - b. Revised
 - i. B.S. in Biology, Botany Option
 - ii. B.S. in Biology, Environmental Biology Option
 - iii. B.S. in Biology, Medical Sciences Option
 - iv. B.S. in Biology, Microbiology Option
 - v. B.S. in Biology, Zoology Option
 - vi. B.S. in Clinical Laboratory Science
 - vii. B.S. in Chemistry, Biochemistry Option
 - viii. B.S. in Chemistry, Chemistry Option
 - ix. B.S. in Chemistry, Pharmacy Option
 - x. B.S. in Forensic Chemistry
 - xi. B.S. in Geology, Geology Option
 - xii. B.S. in Geology, Paleontology Option
 - xiii. B.S. in Mathematics, Teacher Education Option
 - xiv. B.S. in Biology, Medical Sciences Option
 - xv. B.A. in Anthropology
- b. Minors
 - a. New - none
 - b. Revised
 - i. Middle Level Mathematics Teaching
- a. Certificates, emphases or other
 - a. New - none
 - b. Revised - none

11. Eliminated academic programs

- a. None

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: **April 14, 2023**

Department of Biological Sciences

The Purpose of These Documents

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at http://www.wiu.edu/aasp/university_planning/. Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

WIU Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

WIU Mission

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

WIU Core Values

Academic Excellence

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

Educational Opportunity

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

Personal Growth

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

Social Responsibility

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

Western Illinois University
Academic Affairs, Annual Reporting Documents — Chairs/Directors
Academic Year 2022–2023

Due to Dean's Office: April 14, 2023

1. Department/School mission statement:

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.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**2. 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

**3. List specific recruitment and retention activities:**

- The Department Chair or faculty representative 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.
- Due to COVID-19 concerns, the department did not hold its major annual event, Biology Day, for two years, but it resumed in Fall 2023.
- A detailed listing of retention activities (i.e., OKRs for retention) was submitted to the CAS Dean's office in October 2022, and a progress update on these activities was provided in February 2023. Highlights of retention activities include: (i) welcome e-mails from the Department Chair in August and January; (ii) in-class sharing of available academic resources for students; (iii) submission of Leatherneck Care referrals as warranted; (iv) study tips seminar early in fall and spring semesters; (v) early warning grade report support e-mail from Department Chair; and (vi) promotion of department, CAS, and WIU activities for students.

**4. 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.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

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

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

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.  
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.

**5. Describe Department/School strengths:**

- The Department has had two recent searches for Unit A faculty. Dr. Vaskar Nepal started the Aquatic Ecologist position in FL22, but the new Wildlife Biologist has yet to be hired for FL23. Both positions will provide important expertise to our current course offerings, as well as increase research opportunities for our students.
- 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



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

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. [Please note that this PBC program is has been suspended temporarily.]

**6. Describe Department/School challenges:**

- A decrease in faculty has made it difficult to provide enough scheduled courses, course sections, and a variety of electives. However, two new faculty positions will help mitigate this issue.
- 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. However, approval was given in FL22 to purchase a new autoclave for the department, along with 24 compound light microscopes for MICR 200 laboratories.
- 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, but recent hires should help this problem too. Students sometimes leave before finishing their research and either take too long to finish or never finish.
- The PBC Zoo and Aquarium Studies program is on temporary suspension due to its low enrollment and lack of faculty with expertise in this area.

**7. 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.
- Two recent Unit A faculty searches will help the Department provide a better diversity of classes for all of our students, as well as invigorate research programs.

**8. 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.**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

- 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 to maintain this and expand such opportunities for students, as the budget will allow.
- The Department has continued conversations about a possible curriculum change in our introductory sequence for majors that resulted from department review of annual assessment data.
- We will continue to participate in recruiting activities, such as Discover Western and our annual Biology Day event, in the upcoming academic year.

**9. 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. We have also started a discussion about revising our assessment tools.
- 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.

**10. List major faculty and staff achievements:**

- Dr. Brian Peer was awarded a URC grant in the amount of \$5,000 for his project entitled, "The African Brood Parasite Project".
- July - Dr. Shawn Meagher hosted six of his fish parasitologist colleagues from the Czech Republic for research collaboration.
- **Summer Research Stipend Award for 2023 - Assistant Professor Vaskar Nepal** - Assessing the population characteristics of Bowfin in the Upper Mississippi River

**11. List major student achievements and recognitions:**

- Poster Competition Winners (**in bold**) from the Thomas E. Helm Undergraduate Research Day

**1st place: Jason Olson and Megan Ward with Brian Peer (Biology): Development of an Environmentally Friendly Detergent Container**

2nd place: Kinsey Tiemann with Mark Bernards (Ag): Planting Soybean Green: Effect of Termination Time and Supplemental Nitrogen on Soybean Yield and Weed Growth

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**3rd place: Mei Lin Zheng and Zahar Chew with Sue Hum (Biology):  
Antimicrobial Activity of Plant Extracts**

- Fabian Pallo was awarded the Chester Herrick Award for best poster presentation at AMCOP (the Annual Midwestern Conference of Parasitologists) held at Southern Illinois University in June 2022. Fabian's research ("Positive co-occurrence between two gastrointestinal parasites in white-footed mice") was completed with Dr. Shawn Meagher at the Kibbe Life Science Station. Fabian graduated from WIU Biological Sciences in spring 2022 and will begin work on his MS degree in conservation biology at the University of Illinois (Champaign-Urbana) in the fall.
- Ms. Audry Branson has been accepted into the Southern College of Optometry in Memphis, TN, and she received the highest scholarship they give. Audry is a senior Biology major with an emphasis in Medical Sciences and a minor in Chemistry, and she is from Ipava, IL.

**12. List alumni activities:**

- On 26 March 2022, three department alumni who now work at the Illinois River Biological Station offered a free workshop on the use of R (a statistics program) to interested faculty and students.
- Ms. Brianna Chandler, who graduated in May 2019 with a BS Biology degree and an emphasis in Medical Sciences, has started medical school at the Indiana University School of Medicine. Brianna was also an undergraduate research student with Dr. Meshack Afithile.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Department of Chemistry**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

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

**2. Degrees offered in Department/School:**

B.S. Forensic Chemistry

B.S. Chemistry – Chemistry option

B.S. Chemistry-Biochemistry Option

B.S. Chemistry – Pharmacy Option

B.S. Chemistry-Teacher Education

M.S. Chemistry

**3. List specific recruitment and retention activities:**

**Hands-on High School Lab Activities program.**

Under this program a brochure and cover letter was developed and distributed to area high schools. The program invites science teachers to bring their students to WIU department of Chemistry to participate in one to three (1 to 1.5 hours per activity) organized “Hands-on Lab Activities” which the Chemistry faculty and their research students develop and lead. Undergraduate research students generally play a major role in working with the high school students to assist them with the hands-on lab activities. WIU Chemistry students make great teach-in speakers. They develop a sense of pride in their accomplishments, their major, and the university as they serve as leaders in working with younger students. We have hosted four High School classes already this year, 2022-2023, and have nine more scheduled before May 2023.

**WIU Girl Scout STEM program.**

The Girl Scout STEM program hosted a program on March 4, 2023, for a regional Girl Scout event that allowed Girl Scouts, of all ages and levels, to earn STEM badges. The annual event hosted 86 Girl Scouts of six different levels on a Saturday at WIU Department of Chemistry. WIU faculty led hands on lab activities that coordinate with Girl Scout requirements for earning the STEM badge. WIU STEM students served as volunteers in all aspects of the event, including the development of the web announcements, planning and the carryout of the program, including awarding certificates and badges at the conclusion. The WIU student volunteers gain a sense of accomplishment and pride in their expertise while working with younger students.

**Undergraduate and Graduate Research Program.**

Peer mentorship is well established in Chemistry undergraduate research. In many research groups, three undergraduate students comprise a working team along with one (M.S. level) graduate student team leader. Each group generally also includes both new students and junior/senior level students. The four-person teams participate in each aspect of a research project supervised by the faculty mentor. In this way students gain an independent sense of accomplishment with the development of successful

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

results while learning the value of a team approach.

### **Chemistry Student Organizations.**

The Department of Chemistry provides refreshments for recruitment and monthly social gatherings for recognized student organizations, including the Chemistry Club, the Biochemistry club, the forensic science club, and the Women in Science student organization. Each student organization contains a peer mentoring program where upper class and graduate students are paired with new students to welcome them and help them become oriented with the department, college, and university offices and programs.

### **Chemistry Ambassadors Program.**

Under this program top junior and senior Chemistry and Forensic Chemistry majors email (and instagram) frequently to Accepted Freshmen and Accepted Transfer students about the program and department, thus encouraging them to enroll. A Chemistry faculty Ambassador committee works with the student Chemistry Ambassadors to develop positive talking points about the major and the University to be utilized by the student Ambassadors. The Chemistry Ambassadors serve as peer mentors to those new students who join our programs.

### **Weekly Review Sessions.**

The Department of Chemistry established a weekly review session for CHEM 101, CHEM 102, CHEM 201, and CHEM 202 throughout the academic year. During COVID these review sessions were switched to virtual, however, the face-to-face weekly review sessions were brought back FY21 and FY22, and continue. The weekly review sessions are often led by graduate or undergraduate lecture (learning) assistants who attend all the course lectures and assist with in-class learning.

### **Chemistry Resource Center.**

The Chemistry Resource Center which contains chemistry books, study guides, molecular modeling kits (hands-on manipulatives), etc., is available and open for students during weekdays. The space was also utilized as the Chemistry Tutoring Center. Chemistry TAs and TSAs, as well as some undergraduate senior students, are assigned tutoring hours so that there is a tutor available 8:00 a.m. until 5:00 p.m. Monday-Thursday and 8:00 a.m. until 3:00 p.m. on Friday.

## **4. List student learning outcomes for majors:**

### **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.

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

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- 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.

**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.

**5. Describe Department/School strengths:**

**Quality of Instruction:** The strengths of the chemistry program identified in this review include quality of instruction, personal attention by faculty to individual students, availability of several

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

options, and the excellent reputation of the program with both employers and graduate schools. The Department also has a very strong service component, serving at least 8 other departments. As stated before, the department has continued to receive certification that both chemistry and biochemistry program meets the guidelines from the American Chemical Society (ACS).

**Faculty Student Research Activities:** The department has an extremely talented faculty who are dedicated educators and productive researchers, with at least 85% of whom are very active in involving students in their research, as is reflected by the large numbers of student presentations at professional meetings and student co-authored publications. The Chemistry faculty are strong supporters of students in the Women in Science program as the program provides scholarships and travel grants to research students.

**Diversity of Chemistry majors:** The WIU B.S. Chemistry majors were predominately male in 2010 and prior, however, this trend has since reversed with the development of our Women in Science program. In fall 2022 women made up 55% of the B.S. Chemistry majors, and women make up 67% of the current B.S. Forensic Chemistry majors as of fall 2022. The percentage of non-white ethnicity students among B.S. Chemistry majors has also been steadily increasing, from 36% non-white ethnicity B.S. Chemistry majors in 2010 to 55% non-white ethnicity chemistry majors in fall 2022.

**Department and College Support for New Faculty and Faculty Travel:** Through fundraising the Department of Chemistry has been able to provide some faculty travel for tenure-track and tenured faculty. In addition, the College of Arts and Sciences provided funds for faculty conference registration

## **6. Describe Department/School challenges:**

**Additional Faculty are Needed:** Our department faculty have been heavily overloaded for the past few years due to the loss of two unit A faculty (Dr. Erica McJimpsey and Dr. Scott McConnell) in FY20 and FY21, respectively. While we did hire a Unit A faculty member to replace Dr. McJimpsey, as analytical chemist, (Dr. Matt McConnell) there has been no replacement for Dr. Scott McConnell as our Environmental chemist. Also, when Dr. Ron Terry retired in 2015, Dr. John Determan (formerly a Unit B Chemistry faculty member, was selected for the vacant Unit A position. The Unit B position, occupied formerly by John Determan, was then eliminated.

In addition, the number of graduate students in our M.S. Chemistry program remains high (~30 to 35) each year. Most (~99%) of the M.S. Chemistry graduate students enter the thesis option program and thus require a thesis mentor and 3 person thesis committee. As these graduate students conduct supervised laboratory research, and complete a thesis, more of our chemistry positions need to be Unit A positions, rather than Unit B positions. Unit B level faculty members cannot serve as the chair of a thesis committee and cannot serve as full members of the graduate faculty.

**ACE Overloads:** The seven Unit A Chemistry faculty members are currently assigned 22 to 33 ACEs, and the two Unit B Chemistry faculty members (Dr. Chen and Dr. Zhang) are assigned 30 and 27 ACEs respectively, for the 2022-2023 academic year. **The**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**average ACE load for our Unit A faculty members in FY23 is 26.5, and the our Unit B faculty ACE average is 28.5 for 2022-2023. The Chemistry faculty teaching assignments constitute a total of 43 ACEs in overload for the Department of Chemistry faculty for FY23.**

**Additional Assistantship funds are needed:** Assistantship stipends have been increasing in recent years, while at the same time we have received cuts to our total assistantship budget. **Teaching Assistants (TAs) serve as instructor of record for lab sections which make up an additional 125 ACEs (not assigned to faculty) in the 2022-2023 academic year.** Our undergraduate program could not continue without TA instructors.

**Many international graduate students cannot get a visa into the U.S. without an offer of an assistantship.** The number of U.S. chemistry graduate students has remained constant since 2015, while the number of international chemistry graduate students continues to make up >60% of the total. In addition, twenty-two new graduate students have been accepted into the M.S. Chemistry program for fall 2023 admission. Our assistantship funds have been cut by 25% in recent years, and so few assistantship offers can be made to new incoming international students. This means that many accepted into the M.S. Chemistry program will not be able to obtain a student visa to come to the U.S. to join our program.

We have both an Integrated B.S. Chemistry-M.S. Chemistry program and an Integrated B.S. Forensic Chemistry-M.S. Chemistry program that allows a good student to get both the B.S. and the M.S. degrees in a single 5-year period. Students double count some senior courses for graduate credit and their undergraduate research project in incorporated into a master's thesis. **We would like to provide assistantship support for all students in the Chemistry Department IBMP programs during their 5th year.**

**Laboratory fume hoods need updating.** The laboratory fume hoods have not been replaced since the building was first opened in 1970. After complaints the fume hoods were inspected during the summer of 2008. Many did not meet the original standards for the 1969 fume hoods, so the physical plant made several repairs and adjustments. The hoods were inspected again and most met the specifications for the 1969 fume hoods. However, today's safety standards are much more strenuous than in 1969, and the antiquated fume hoods cannot meet today's safety standards. In summer of 2012, the central administration did in renovate two of the twelve large chemistry instructional labs and replaced the fume hoods in a third. However, there are remaining 9 large instructional labs and 40 smaller research labs that are still in dire need of renovation.

**The laboratory benches, electrical, plumbing, drainage, and fixtures are in dire need of renovation throughout the building.** Most of the instructional labs and research labs have not been updated or renovated since the building was first built in 1970. The old laboratory benches are marred. The lab drawers are made of wood, which are chipped or broken, and swell with humidity so that they cannot be opened or closed. The electrical system is insufficient for the number of students in a single lab section. The sinks have many broken faucets, and some of those faucets that are not broken have had the water shut off due to drainage problems that the physical plant



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

workers cannot reach without tearing out the benches. Presently half or fewer of the sinks are functional due to these problems.

**Lack of instrument maintenance, replacement and upgrade fund.** Chemistry majors and forensic chemistry majors have access to facilities and learn hands-on experience. This prepares our students to compete with graduates from other Universities. However, many of our instruments are very old (such as the GC-MS, FTIR, AA) and breakdown frequently. As well known, the maintenance of sophisticated instruments will cost more than the instrument itself and the replacement of old instrument is necessary after years of service. Once the instrument was broken down, it often took from several weeks to several months before getting repaired which have severely disrupted the teaching function and did not serve well to train our students for competitive jobs once they graduate. Comments made by returning graduate and undergraduate students often include a complaint that the students did not get the needed hand-on training on one or more of our instruments because the instruments were down at the time. **We strongly urge the CAS and the University to support a request to increase the lab use fee to \$40 per course, and to set aside a small percentage of the laboratory usage fee in an ongoing (carryover) account for instructional lab instrument maintenance, replacement, and upgrade.**

**7. Identify opportunities for your Department/School in the short term:**

The Quad Cities campus has received a foundation grant to set up a Chemistry lab on the Quad Cities campus. We are presently in the process of searching for a Unit B faculty member to teach CHEM 201 and lab in the fall and CHEM 202 and lab in the spring semester, as well as serve as lab manager to oversee the purchase and safe storage of chemicals, and deal with waste disposal issues. Once a person is hired in the position we will be able to regularly offer CHEM 201: General Chemistry I and CHEM 202: General Chemistry II on the Quad Cities campus.

**8. 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.**

Goal 1: Hire a tenure track organic chemist to replace Dr. Vinod who retired on May 31, 2022.

Goal 2: Hire a Unit B faculty member to serve on the Quad Cities campus to teach CHEM 201/202 and labs, as well as serve as lab manager.

Goal 3: Host majors' meetings at the beginning of each semester, which include tours of research labs, and presentations made by student club presidents.

Goal 4: Continue to improve the Hands-on Lab activities for High school students. We will send out mailers and announcements of the program to a greater number of high school science teachers. The mailers will be sent out earlier in the fall

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

semester.

Goal 5: Expand the Traveling Seminar program. We will send out mailers and announcements of the Traveling Seminar program to a greater number of community colleges and 4-year colleges without a graduate program. The mailers will be sent out earlier in the fall semester.

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

Measurement of Success of Goals:

Goal 1: Success in the current ongoing search for a Unit A Faculty member.

Goal 2: Success in the current search for a Unit B faculty member for the Quad Cities campus.

Goal 3: Success will be measured by the number of freshmen and sophomores who participate in the event and later join student organizations or research groups.

Goal 4: Success will be measured by the number of high school classes who come to WIU Chemistry to take part in the program.

Goal 5: Success will be measured by the number of requests for our faculty to visit community colleges and 4-year campuses without a grad program. These visits will allow our faculty to speak to groups about our programs.

**10. List major faculty and staff achievements:**

| <b>BOOK<br/>Published</b> | <b>Refereed Journal<br/>Articles<br/>Published</b> | <b>EXTERNAL<br/>GRANTS</b> | <b>NATIONAL/<br/>INTERNATIONAL<br/>CONFERENCE<br/>PRESENTATIONS</b> |
|---------------------------|----------------------------------------------------|----------------------------|---------------------------------------------------------------------|
| <b>0</b>                  | <b>4</b>                                           | <b>3</b>                   | <b>10</b>                                                           |

**Referred Publications:**

- 1) Song, L.G., Meyer, G., Adejumo, E., Jovanovich, E., LeBlance, L., Provis, J.: Potency testing of up to sixteen cannabinoids in hemp-infused edibles using liquid chromatography diode array detector with optional confirmation of identity by electrospray ionization time-of-flight mass spectrometry. Food Chemistry. 417, 9 (2023)
- 2) Song, L.G., Valenzuela, G., Carlson, S., Dodson, Z., Adisa, M.: Potency testing of up to twenty cannabinoids by liquid chromatography diode array detector with optional



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- electrospray ionization time-of-flight mass spectrometry. *Anal. Chim. Acta.* 1207, 9 (2022)
- 3) Song, L.G., Carlson, S., Valenzuela, G., Chao, M.D.S., Pathipaka, S.B.: Development of a validated method for rapid quantification of up to sixteen cannabinoids using ultra-high-performance liquid chromatography diode-array detector with optional electrospray ionization time-of-flight mass spectrometry detection. *J. Chromatogr. A.* 1670, 10 (2022).
  - 4) Gbenga Dairo, Ayooluwa Ilesanmi, Toheeb Balogun, Matthew Ward, Mette Soendergaard, and John Determan. Computational Evaluation of Bioactive Compounds from *Viscum album* (Mistletoe) as Inhibitors of p63 for Pancreatic Cancer Treatment. *Journal of Biomolecular Structure and Dynamics*. Accepted ahead of publishing.

**Presentations at National Conferences:**

- 1) Song, L., Valenzuela\*, G., Carlson\*, S., Dodson\*, Z., Adisa\*, M., Validation of a LC-DAD method with optional ESI/TOFMS detection for the accurate measurement of delta-9-THC and delta-9-THCA among twenty cannabinoids in cannabis, in: 2023 NIJ Forensic Science R&D Symposium, Orlando, FL, 2023.
- 2) Song, L., Carlson\*, S., Valenzuela\*, G., Chao\*, M., Development of a UHPLC-DAD-ESI/TOFMS method for simultaneous quantification of up to sixteen cannabinoids and analysis of hemp concentrates, in: HPLC 2022, San Diego, California, USA, 2022.
- 3) Valenzuela\*, G., Dodson\*, Z., Song, L., Quantification of Cannabigerol in Hemp Oil by Ultra High Performance Liquid Chromatography Electrospray Ionization Tandem Mass Spectrometry, in: ACS Fall 2022, Chicago, IL, 2022.
- 4) Meyer\*, G., Whyte\*\*, J., Song, L., Quantification of Cannabigerol among Sixteen Cannabinoids in Hemp Oil by Liquid Chromatography Ultraviolet Detection in: ACS Fall 2022, Chicago, IL, 2022.
- 5) Carlson\*, S., Adejumo\*, E., Song, L., Quantification of Delta-9-Tetrahydrocannabinol among Sixteen Cannabinoids in Cannabis by Liquid Chromatography Ultraviolet Detection in: ACS Fall 2022, Chicago, IL, 2022.
- 6) Adisa\*, M., Cooper\*\*, S., Song, L., Quantification of Cannabidiol among Sixteen Cannabinoids in Hemp Oil by Liquid Chromatography Ultraviolet Detection, in: ACS Fall 2022, Chicago, IL, 2022.
- 7) Song, L., Carlson\*, S., Valenzuela\*, G., Chao\*, M., Pathipaka\*, S.B., Development of a validated UHPLC-DAD method with optional ESI/TOFMS detection for rapid quantification of delta 9-THC and delta 9-THCA-A among sixteen cannabinoids in hemp concentrates, in: 2022 NIJ Forensic Science R&D Symposium, Virtual, 2022.
- 8) ACS national meeting: poster presentation, Indianapolis, IN, 3/26-3/30, 2023 TITLE: Multicomponent reaction for the synthesis of thiophene fused pyridine heterocycles and other derivatives, Jin Jin, Helen Adebisi\*, Supriya Doopam\*, Sumia Ehsan\*, Nwal Alruwaili\*, Mayasim Almotairi\*, Shaozhong Zhang.
- 9) Funmilola Anjorin\* and Mette Soendergaard. (2023) Pancreatic cancer specificity of phage display-selected peptide MCA1. ACS Spring 2023.
- 10) Theodora Ideh and Mette Soendergaard. (2023) Toxicity Evaluation of *Acmella alba* Crude Extracts on Zebrafish (*Danio rerio*) Embryos. ACS Spring 2023.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**External Grant Applications Submitted:**

1. Ligu Song: Quantification of psychotropic cannabinoids in newly emerging hemp-derived products and evaluation of their stability and interconversion during storage. (To be submitted to DOJ by 04/26/2023, \$263,929, 01/01/2024 to 12/31/2025).
2. Matt McConnell: Air plasma treatment of soybean-derived biochars for enhanced compost gas adsorption. A 2023 Illinois Soybean Association Grant for \$15,516 - funded \$11,400
3. Matt McConnell: Exploring the Unique Chemical Properties of Hydrolyzed Asian Carp Fertilizer and The Marketing Options for Commercial Use. A 2022 Illinois Innovation Seed Grant Application for \$29,646 - not funded

**11. List major student achievements and recognitions:**

Twelve chemistry students (5 chemistry graduate students and 7 undergraduate students with 2 majoring in Chemistry and 5 majoring in Forensic Chemistry) presented posters at the American Chemical Society (ACS) Fall 2022 National Meeting in Chicago in August 21-25, 2022. The students were accompanied by chemistry professors Drs. Ligu Song, John Determan and Brian Bellott.

The ACS national meeting is the largest scientific conference attended by chemists/researchers from all over the world, where thousands of chemistry professionals meet to share ideas and advance scientific and technical knowledge. The Fall 2022 meeting attracted a total of 12,261 participants with 9,779 as in-person attendees. There were more than 2,400 abstracts programmed at the event that was also held virtually. The theme of the Fall 2022 ACS National Meeting is "Sustainability in a Changing World".

Dr Song's research group presented four posters: 1. "Quantification of Cannabigerol in Hemp Oil by Ultra High Performance Liquid Chromatography Electrospray Ionization Tandem Mass Spectrometry" by Zach Dodson (graduate student); 2. "Quantification of Cannabigerol among Sixteen Cannabinoids in Hemp Oil by Liquid Chromatography Ultraviolet Detection" by Grant Meyer (graduate student); 3. "Quantification of Delta-9-Tetrahydrocannabinol among Sixteen Cannabinoids in Cannabis by Liquid Chromatography Ultraviolet Detection" by Emmanuel Adejumo (graduate student); 4. "Quantification of Cannabidiol among Sixteen Cannabinoids in Hemp Oil by Liquid Chromatography Ultraviolet Detection" by Mojisola Adisa (graduate student).

Dr. Determan's research group presented four posters: 1. "Synthesis of humic acid and humic-like acids and metal functionalization of humic acid" by Briar Hilsabeck (undergraduate student majoring in Chemistry); 2. "Fluorescent cored silica nanoparticles for the detection of illicit Drugs" by Logan Barnard; Mary Pearson, Regina Searpaci; Ashley Webb (undergraduate students all majoring in Forensic Chemistry); 3. "Analyzing illicit drugs using copper nanoparticles" by Lillie Purcell (undergraduate student majoring in Chemistry); 4. "Correlation consistent basis sets designed for density functional theory: 5-p block elements" by Matt Ward (graduate student).

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Dr. Bellott's research group presented one poster: "Antioxidant capacity of hot brew and cold brew tea" by Michael Comb (undergraduate student majoring in Forensic Chemistry).

ACS meeting provided students an excellent opportunity to attend seminars by leading scientists from all over the world; and to be exposed to different kinds of research that are carried out at the national and international level.

Student travel funding and registration was funded by Department of Chemistry, College of Arts and Sciences, and Dr. Song's DOJ grant.

Chemistry and Forensic Chemistry students made 11 presentations at the Thomas Helms Undergraduate Research Day in April 2023. This amounted to 39% of all student presentations.

Chemistry held our Awards and Scholarship dinner on April 25th. 17 students won awards/scholarships. One faculty member won the Faculty Service award (Liguo Song). This was the first time the event has been held since before the pandemic.

On April 7th, the CAS Natural Science Research Day was held and the following students won awards for best posters:

Graduate student posters: 1st place Funmilola Anjorin, 2nd place Schaefer Roach

Undergraduate student posters: 1st place Olivia Brinker, 2nd place Logan Barnard and Regina Scarpaci.

## **12. List alumni activities:**

Three alumni/scholarship donors attended the Chemistry Scholarship and Awards dinner on April 25<sup>th</sup> 2023. Thank you cards were sent by student scholarship winners to all donors.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**Department of EAGIS**

**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.**

**The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

**WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

**WIU Mission**

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

**WIU Core Values**

***Academic Excellence***

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

***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**1. Department/School mission statement:**

Department of EAGIS  
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.

To provide a premium

**2. Degrees offered in Department/School:**

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

**3. List specific recruitment and retention activities:**

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.

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.

**4. 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.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**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.

**5. Describe Department/School strengths:**

- Maintain a strong commitment to undergraduate and graduate research.
- Highly employable graduates from the degree programs.
- 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.

**6. Describe Department/School challenges:**

- Observed growth in the number of students in the respective academic programs, but insufficient personnel to offer some of the skill building courses. Additional faculty needed to support the GIS programs.
- Observed growth in the online GIS program, but lacking adequate staffing to support the online program.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Additional faculty needed to support the GIS programs.

-Observed growth in the number of graduate students in the M.S. in GIScience program, but lacking adequate staffing to support the graduate program. Additional faculty needed to support the GIS programs.

**7. 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. Teaming up with Sociology and Political Science to offer specialized teacher training in west central Illinois.
- Making connections to becoming part of the Geospatial Alliance in the St. Louis region.

**8. 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 60% or higher yield of admitted students.
- Undertake three or more external outreach events as part of recruitment every semester.
- Maintain 90% or higher retention of students in the programs.

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

- The number of majors in the programs.
- The retention rate of students in the programs.

**10. List major faculty and staff achievements:**

- 3: The number of refereed publications by faculty.
- 4: The number of other professional activities such as review of manuscripts.
- 6: The number of presentations by faculty and staff.
- 6: The number of recruitment initiatives led by faculty, staff and students.
- 11: The number of outreach events undertaken by faculty, staff and students.
- 6: The number of retention activities in the department.

**11. List major student achievements and recognitions:**

- 3: The number of students' awards.

**12. List alumni activities:**

Click or tap here to enter text.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **English Department/Spring 2023**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

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.

**2. 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;

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

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.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**3. 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 2022 (with four faculty members). Chair emailed all students who left information at the table and invited them to a lunch for majors (fall) and an ice cream social (spring)
- Attended and maintained a table at an event hosted by Math in February 2023 (with one faculty member)

*Student Majors (Sigma Tau Delta)*

- Hosted a “What are You Really?” event with two faculty members and students so that students could get to know the faculty better.

*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)
- Began teaching our first MAT classes in the Fall of 2022. MAT teachers may now take two courses with English Education faculty via livestreaming (one fall, one spring)
- Hosted two Fred Ewing and Lola Austin Case Writers-in-Residence events as face-to-face events (first since covid) (one in the fall, one in the spring). These events are explicitly organized as events for current students, community members, and also operate as potential recruitment events.
- Hosted our first Magliocco Lecture since covid in Spring 2023. 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.
- Lead by Barb Lawhorn, the Department reinstated the Reading Room Series for creative writers of all levels to share their work. It was run as face-to-face and also a virtual platform to accommodate a wide variety of students.
- Hosted an open house/potluck for all undergraduates and graduates after the the first Reading Room Event of the year.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Hosted “Haunted Simpkins” event in Oct.—stories, games and trick-or-treating. 30 students attended.
- Hosted an ice cream social for all students to promote all things English.
- Alisha White hosted the author of *Princesless Vol 1* in her Eng 466 class so students could interact with the author.
- Three faculty members have volunteered to have perspective students visit their classes on April 20<sup>th</sup> as part of an admissions push.
- Drs. Buchanan and White organized a writing festival for middle school students in November
- Drs. Buchanan and White organized a Writing Day for area high school students in February. 80 students attended.

*Director of Graduate Studies in English*

- Corresponded throughout the year with department chairs at feeder institutions to recruit new graduate students
- With the directors of the writing center and the writing program, interviewed candidates for TAs and TSAs

**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.
- Dr. Buchanan reached out to all English Education majors to welcome them as they join the department. She also reminded all faculty that, should there be any issues with English Ed students, to alert her so she could help intervene.
- In an attempt to help late registering students for English 180 in the spring, one faculty member ran an experimental section which started two weeks later than all other sections.
- The Department overloaded English 100 sections in Fall 2022 in order to try and accommodate as many late registering, in need students as possible. This is a practice that is not sustainable.
- The Department has tried to schedule as many classes face-to-face as possible to help with student engagement.
- The Department has also tried more hybrid classes to accommodate remote students while still maintaining the community feel of face-to-face. This process seems to be working fairly well for QC students in particular as they have more options for classes this way.
- Dr. Johnson, Director of the Writing Program, and one TA ran pilot sections of English 180 in Spring 2023 centered on anti-racism, cultural and linguistics competencies, and contract-based grading to try out new curriculum that still meets the mandated writing requirements for the State.
- 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.
- The Department has the following clubs/organizations: Film Club, African American Literature Club, Sigma Tau Delta, Ego, Ideas

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Drs. Buchanan and White hosted a writing space for all graduate students once a week at a local coffee shop.
- A faculty member tried an online section of English 280 for international students to help build community for them.
- A faculty member volunteered to monitor a “homework table” twice a week near the reference desk in the library to encourage students to ask questions and to develop a pattern of studying.

*Ego*

- Hosted a one day research day for graduate and undergraduate students to share their research with the Department.

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

- Hosted their annual Get Lit event April 13, 2023

*University Writing Center*

- Developed and instituted two Write Night events—open house with tutoring and food. In Oct, 34 students attended. In February, 38 students attended.
- Developed a second type of open house—Coffee and Donuts. 42 students attended.
- Developed more of a social media presence to advertise the services the center offers. Consultants write about 2 posts on Facebook and Twitter per week. The posts encourage students to make appointments and also share writing tips.

#### **4. 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.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

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.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**5. Describe Department/School strengths:**

*Diversity, Equity, and Inclusion*

As examples of racism and sexism continue to fill our inboxes and media outlets, as a department we continue to push back against the oppression and continue to try and create space in order to make progress towards a more just and equal world.

In spring 2022 we concluded our national searches 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.” Both of our new colleagues 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 conducted a full search last spring and we are again in the midst of a C.T. Vivian Diversity Teaching Scholar search this spring, with hopes that this hire will help us meet and further 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. The new director of the Writing Center has expanded the inhouse training for all writing consultants and her model has become an example for other tutoring services on campus.

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 three years.

Continuing to navigate post/almost post/maybe post covid conditions has been challenging. In the fall of 2022, students and faculty remained wary of the face-to-face experience and nervous about potential shut downs. With English faculty requiring more mask wearing than elsewhere on campus, we made it through the fall with only minor blips in terms of covid. The students accepted our guidance and expectations about covid rules, and we built community in the classroom. In some cases we were able to engage with students who were out of the classroom with technical skills we earned in the previous two years. Never before were able to have the students flip to Zoom as needed. The Zoom option remains imperfect (not all classrooms allow for zooming in), but we are getting better at figuring out ways for students to “come” to class even when ill. 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 a suggestion by the Math Department, we offered a pilot, late start section of English 180 in Spring 2023. This section started two weeks after the regular start of the semester in order to have students who needed to register late to begin the class with their group, not entering a section after work had already begun. We may try this system for a couple of sections of English 180 and/or 100 in Fall 2023.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

This past year, we were able to be nimble and recommit to social justice causes, help new directors find their way in their new positions (Director of the Writing program and Director of the Writing Center), change teaching modalities in some cases to engage with our students, and to create and implement two pilot programs 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 ten 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 2022-23, the UWC has continued to serve the students across two physical locations and online students as well. Through increased social media postings and new events like Write Night, the UWC has increased its presence on campus with the student body. In the coming summer, the UWC will undergo a slight remodel in order to make the center more visually apart—right now it is hard to find/see behind high partitions. 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 whole University through the delivery of a required two-course first-year writing sequence (special pre-nursing only sections of ENG 180 and 280 have been added), 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. We are waiting on approval for general education credit for a course in African American Literature.

*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. Greenview High School has made use of an asynchronous section of composition for their students as well as

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

joining livestream versions of composition courses 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 three 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 a teacher candidate doing her student teaching in Spain during Fall 2023. This type of innovation is a great recruitment point for future students and parents love the 100% placement rate.

*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 continue to be very impressed by our alums including Julianna Goodman whose first novel, *The Black Girls Left Standing*, is being adapted for film/mini series. Julianna just agreed to come and be part of next year's Lola series and will visit us in Fall 2023. Her success illustrates the strong foundation English Majors receive at WIU. That foundation sets our students up for success in all kinds of life goals.

*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.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

## **6. 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 hires in the area of writing studies is helping to fill critical needs for expertise, administration, and leadership in our first-year writing, professional writing, and writing center programs. With Dr. M. Helwig's rather unexpected departure in the middle of last year, the writing program entered a critical phase. Further, Dr. A. Mossman was at a point where she needed to step down from directing the writing center for a variety of reasons. The two hires in spring/summer of 2023 were 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. We hope to hire a C.T. Vivian scholar in the next few weeks to help round out the writing studies area of the department.

As we gained, so to did we lose. We hired the two new writing studies faculty a to shore up the writing area of the Department. However, Dr. T. Helwig resigned August 1<sup>st</sup>, 2022 leaving a very large hole in the literature area. Further, Dr. T. Helwig had be serving as the faculty advisor of Sigma Tau Delta for years. His resignation had ramifcations inside the classroom and in the general life of the Department. He was a much loved instructor who recruited well for the Department. We also had a creative writing faculty member out all of spring 2023 on medical leave which came about after the approval of another creative writing faculty member being granted her first sabbatical leave. The schedule, rarely a stable document, has been in a state of chaos all year.

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 problematic nature of our 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*

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Morale is the second major challenge. Faculty have never taught more or had to accomplish as much under the added stress of COVID and its aftermath. 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 continue to revise curriculum to better suit our students needs and have a request in for general education status for an African American Literature class we hope will be popular with students across campus. 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 remains a challenge.

## **7. 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. Further, the MAT program is an opportunity for us to gain some students and help solve the teacher shortage in the State.
- 2) *Retention Efforts through General Education Writing Courses and the Writing Center:* Over the past three years the department has responded to retention issues in multiple ways: changing modality to better serve students; initiating an embedded writing support pilot program; lowering class sizes to ensure more attention can be given to each student; frequently using the Leatherneck Care referral system; frequently discussing amongst ourselves 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. We are planning to further test new curriculum in English 180 and hope to have gained general education status for an African American

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Literature class by the end of spring semester, 2023, thereby increasing the opportunity for students to take an AAS class in literature.

- 3) *Social justice and racial identity issues on campus*: We hope to complete the hire of a C.T. Vivian scholar by the end of spring semester, 2023. This would help further our goal of a more diverse faculty and our ability to extend ourselves further in the goal of a more diverse curriculum and approach to writing.
- 4) *Recruitment to our academic programs*: The hire of a C.T. Vivian writing studies specialist will aid in growing our professional writing options. In fact, we are just beginning discussions about a possible certificate program that would be based on our online, professional writing courses, thus opening up our program to more remote students. We continue to explore opportunities to grow our international student population by working with the Executive Director of International Affairs.
- 5) *Reallocation of resources*: After conversations with the English Education faculty, we have gotten permission to “retake” some classroom space that had been used by WESL. That space will allow the Education faculty to have their own classroom space to set up as a lab classroom for the education students, thus enhancing the students’ training for the real world. Further, we have asked foundations to help with a fund raising campaign in order to raise funds to help cover costs for education students when they have to drive long distances for student teaching and have to pay for required and expensive tests.

**8. 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 began work on revising our assessment tools for both general education courses and courses for the major options. With the Director of the Writing Program beginning his second year in the fall of 2023, we will be better positioned to dig deeper into assessment and revisions on that process.
- 2) *Student Learning Outcomes*: The Department began the process of revising the learning outcomes for the English major to better reflect the three options: Literature, Creative Writing, and Professional Writing. With a more stable faculty in the coming year, we will make more progress on that effort.
- 3) *Mission and Vision*: The department plans to review the mission statement and vision with the new faculty and revise if consensus warrants.
- 4) *Retention*: The Department plans to continue work on retention initiatives by implementing an embedded writing support for five sections of English 100 in fall 2023. We continue to consider other options for success in English 100 and English 180 in particular. Half of the English 180 sections in the fall of 2023 will have a revised curriculum based on two pilot sections this spring. The University Writing Center will also continue to develop and implement initiatives, in consultation with university partners, aimed at student retention and success. The outreach implemented this year is an excellent basis for expansion next year.
- 5) *Recruitment*: The Department continues to explore ways to recruit through writing festivals, public events such as the Lola events, and by becoming more visible on campus through social events.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- 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.

**9. 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.

**10. List major faculty and staff achievements:**

Books: 1

Chapters/articles: 2

Creative Work: 12

Conferences (domestic): 9

Program Recognitions:

Reviews: 17

Editing Series: 1

Podcasts/Public Radio Commentaries: 29

Guest Lectures: 14

External Reviewer for Programs: 1

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**11. List major student achievements and recognitions:**

- Sigma Tau Delta sent two students to the national conference in Denver this year—one undergraduate and one graduate student.
- Darrin Ross, undergraduate in English Education, presented his research at the 2022 National Forum to Advance Rural Education Conference in the fall.
- English Education major, Deanna Palm, completed her student teaching requirement in Spain in the fall of 2022.
- Sam Smith had her short story published in Cosmic Double.
- English Education major, Joshua Stinson has been chosen to be the undergraduate commencement speaker for this spring.

**12. List alumni activities:**

- All English Education students who completed their degrees in the last 3 years have been hired, often before they completed their student teaching.
- Julianna Goodman will be visiting as a Lola writer next fall. Her first novel has been selected for production for a Netflix adaptation.
- Summer of 2022 English Education hosted a reunion picnic for the alums from the past 10 years. 20 plus people attended.
- Kendrick Keller (2021 grad) has been hired as a technical writer for a software company; Norma Palomino (2022) and Rene Powers (2022) have been hired as English instructors.
- Jessica Lawler (2021 film and creative writing minor) is working for FACETS as a festival programming assistant.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Environmental Science**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**1. Department/School mission statement:**

Environmental Science

**2. Degrees offered in Department/School:**

Ph.D.

**3. List specific recruitment and retention activities:**

Worked 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 from abroad.

**4. 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.

**5. Describe Department/School strengths:**

- 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.
- 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.

**6. Describe Department/School challenges:**

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

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Lack of availability of scientific facilities and key resources at WIU-QC.
- The new waste management position is helpful. However, the absence of resources to make environmental health and safety improvements remains a challenge.

**7. 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.

**8. 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.

Build on successes in FY 22 and continue to 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.

**9. 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.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- 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.

#### **10. List major faculty and staff achievements:**

- Cosponsored the 15th annual Upper Mississippi River Conference, which was held in person and online from October 5-7 at the Stoney Creek Inn in Moline, IL. Prof. served as a member of the conferenced planning committee and was a session moderator.
- Prof. Viadero 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.
- A peer reviewed paper authored by a recent Environmental Science (ES) Ph.D. graduate and Prof. Viadero appeared in print. Singh, A. and R. Viadero (2022). "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, 77(4), 365-371, <https://doi.org/10.2489/jswc.2022.00134>.
- A peer reviewed paper was accepted for publication in the Journal of the American Mosquito Control Association. Hunt, J., Rehbein, M., Viadero, R. and C. Miller. "Distribution of Invasive *Aedes Mosquitoes* in Western Illinois, 2014-2018: First Records for *Aedes japonicus* and *Aedes albopictus*," Journal of the American Mosquito Control Association, accepted January 2023 (manuscript number 22-7105).
- The Environmental Science Ph.D. Program cosponsored the 2nd Annual Quad Cities Wetland Expo in June 2022. The ES team is collaborating with the QC Conservation Alliance, Riverside Global, and

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

others to highlight water resource technologies and outreach to stakeholders from across the Upper Mississippi River Basin.

**11. List major student achievements and recognitions:**

- An M.S. student advised by Prof. Viadero was recognized for the best research poster at the 2022 Upper Mississippi River Conference.
- 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.

**12. List alumni activities:**

Dr. Michele Rehbien has accepted a position leading mosquito research at the Salt Lake County Mosquito Abatement Laboratory.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Department of Foreign Languages and Literatures**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

- 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.

**2. 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.

**3. 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. Aiming at recruitment, 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. We also reinstated two department based honorary society and two conversation clubs. During 22-23, we have also been planning a series of new strategies to be implemented next year, and dealing with recruitment and retention.

**4. 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

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

culture.

- Competence to act as a globally cultured, diversity-sensitive individual in today's increasingly linguistically and culturally interdependent world community.

**5. 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.

**6. 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.

**7. 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.

**8. 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.

**9. 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,

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

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.

**10. List major faculty and staff achievements:**

- The faculty presented research in 5 (five) different conferences.
- The faculty participated in 9 (nine) different conferences.
- The faculty participated in 16 (sixteen) different webinars.
- The faculty published 4 (four) peer-reviewed articles.  
Other:  
3 faculty participated in national councils.  
6 article reviews.

**11. List major student achievements and recognitions:**

- Fll majors received a total of 34 (thirty-four) yearly scholarships.
- Fll majors received a total of 6 (six) “fall” scholarships.
- Fll majors received a total of 10 (ten) study abroad scholarships.
- One major was College Scholar for the CAS in the Sept. 22 commencement.

**12. 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 8/1/2022-4/30/23**

**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.

Online BA degree, effective fall 2023, approved by the university March 24.

**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:

### Recruitment:

- Offers of history scholarships have been made to high-achieving fall 2023 prospective majors as a recruitment tool.
- Drawing on a digital history game he developed in summer 2021, the department chair, supported by a WIU summer stipend received in 2022, continues to work with Illinois high school American history teachers to incorporate the game into their curriculum.
- The department is working with the Malpass Library archives staff to bring high school students to campus for exposure to the archives, visit a history class, and receive information about the department from the chair. Two high schools are visiting in spring 2023, and another is scheduled for fall 2023.
- One of the department's World history professors traveled to two high schools in Western Illinois in spring 2023 to give guest presentations.

### Retention:

- The department emailed students who dropped the history major between fall 2022 and spring 2023 semesters, to ask for feedback about their decision and new status.
- The department calculated "non-success" rates of students in general education history courses and upper-division history courses, both face-to-face and online, from 2018 to 2022. "Non-success" outcomes were students who failed or withdrew from courses. The department is using this data to identify kinds of courses in which non-success is pronounced, and develop remedies.
- Each semester, the department polls history majors enrolled in our senior capstone course for feedback about the program. Additionally, as part of the department's program review, history majors were polled in spring 2023 for feedback about the program. Feedback to date has indicated areas for improvement in several areas:
  - More professional development opportunities.
  - More training in public speaking and oral presentations.
  - Problems in scheduling and advising caused by instruction of the department's social studies curriculum courses by the School of Education, not by the history department.

Recognizing that each of these issues is an obstacle to retention, the department has taken the following actions:

- The chair has requested faculty build professional development assignments and oral presentations assignments, into their courses.
- The department organized an international history conference in April 2023 and invited students to participate in it at no cost. Seven WIU students participated, including four history majors.
- The department reiterated its requests of the CAS, the School of Education, and the Provost that it be allowed to offer social studies curriculum courses.

### **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:**

BA degree:

- The department is committed to student learning and, as measured by our assessment indicators, does it well. Given that, based at least on the strong high school GPAs of history majors, faculty concerns about student capability may pertain to the quality of non-history majors who constitute the bulk of our general education courses' enrollments. The department has undertaken to identify challenges that general education students face that faculty may positively influence.
- The scholarly work being undertaken is of the highest quality and faculty remain active in the historical profession beyond WIU by presenting research at conferences, contributing to international websites, holding office in national associations, and publishing.
- Regarding our curriculum, the Pre-Law Major gives us a distinctive offering separating us from other History Departments in the state system. Our History Education Major's students show excellence, scoring higher than future history and social studies teachers state-wide on licensing exams. And we have in place a few courses that expose students to and train them for careers in public history.
- Finally, the Macomb and QC campuses of WIU are located near prominent historical sites, and the international city of Chicago is normally accessible by a convenient train ride from Macomb. All of these are advantages for offering students off-campus research opportunities and internships, and attracting future faculty.

MA degree:

- The program's revised HIST 500 course provides students with grounding in the theories and methods of historical analysis and exposes them to historiographic debates in the discipline.
- The program offers graduate seminars every semester for our students pursuing US or World areas in history.

- The maintenance of a written and oral exit exam combination to increase the comprehensiveness of the graduate program and ensure all graduates are “masters” of History.
- The annual revision of a Graduate Handbook gives future and current graduate students detailed information about the program and guidelines on how to best succeed in earning their degree.
- The department has developed a strong relationship with the Western Illinois Museum and occasionally places graduate student interns at the museum. This opportunity gives students a chance to work in an applied or public history setting.
- The department currently offers, on average, three paid assistantships to graduate students, and annually awards two endowed scholarships (the Darrell and Virginia Dykstra Memorial Scholarship and the David P. Pasquini Award, designated for graduate students who are full-time history or social studies teachers). The availability of such financial assistance is somewhat unusual for MA programs in History.
- The department’s graduate faculty are well-respected in their fields through their scholarship and through their innovations in teaching.
- The department has continued to support the WIU’s major core values of Academic Excellence, Educational Opportunity, Personal Growth, and Social Responsibility.

#### **Department Challenges:**

BA degree:

- Reversing declining student enrollments in history courses and as history majors presents the biggest challenge as we look to the future. This is a particular enrollment (more than retention) problem in upper-division courses. Tackling falling enrollments while continuing to offer a strong program with an engaged and effective faculty has to be our first priority. Curriculum reform on the basis of our current faculty expertise, if done right, is one portal to enrollment increases. We also need to explain more clearly and systematically the advantages of a history major to prospective students and their parents. When the department did not have its own chair from summer 2019 to summer 2021, that messaging waned.
- The department is somewhat geographically unbalanced. We have only one historian who specializes in a non-Western field at a time when the University is seeking to globalize the curriculum in order to prepare students to thrive in the world, within and well beyond the region. Without curriculum reform by present and/or additional faculty, the departmental stockpile of specialists in European and U.S. history limits our ability to offer the kind of broad coverage we claim to provide and our full participation in the Values and Mission of WIU.

### MA degree:

- The program has lost eight faculty members since 2016, none of whom have been replaced, although existing faculty have stepped into important areas of study, e.g. Latin American and African American history.
- World history is becoming a much more sought after area of study, but we do not employ a historian of Latin America or Africa, and only one historian of Asia.
- The program does not offer students training in teaching history.
- The program lacks course projections beyond one year. Those that are offered lack specificity.
- The program lacks a systematic exit survey of students and alumni who have earned a MA degree in history.
- The program lacks a broad online curriculum.

### Department plans for the next academic year:

- Based on student feedback collected this academic year, the department plans the following activities next year:
  - One or both of the history student organizations will host an event for the WIU career services office to present for history students their resources for building resumes, writing cover letters, and job interviewing.
  - Department consultation with students concerning course scheduling to accommodate student needs.
  - Pursuit of a relocation of the department's social studies curriculum courses from instruction by the School of Education to the history department.
- Arrangement with the University Committee for Education Preparation (UCEP) of a campus-wide, cross-disciplinary "future teachers day" for high school students on campus.
- 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 new online BA degree.
- Renewal of offering courses required for the BA-Pre Law option, and publicity to recruit students to that particular history major.

### 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

### Lee Brice

- Presentation, "So Let it be Written: Bringing Inscriptions into the Classroom," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Presentation, "Collective Cowardice and Roman Responses to It," Society of Military History Annual Meeting, San Diego, CA, March 26.
- Panel commentator, "Making Sense of Ancient Strategy," Society of Military History annual meeting, San Diego, CA, March 25.
- Panel commentator: New Perspectives on Ancient Military Topics," Society of Military History annual meeting, San Diego, CA, March 25.
- Editorial Advisory Board, Chair 2022-current, *Journal of Military History*.
- Editorial Board member, *War Studies Journal*, 2022-current.
- Presentation "Negotiation and Narrative between Soldiers, Commanders, and Authors." At the 8th International Congress on the Roman Army - 'La parole est aux militaires: commander, dialouer, desobeir, dans l'armee romaine,' October 21, Lyon France.
- Presentation "New Relative and Absolute Chronologies for 4th-2nd century BCE Corinthian Coinage." At the International Numismatic Congress, September 15, Warsaw Poland.
- Presentation "Athena and the Bellerophon Myth on Coins from Corinth and Beyond." Co-presented with Angela Ziskowski, at the International Numismatic Congress, September 15, Warsaw Poland.
- Presentation "The Palaiopolis Hoard and Circulation of Drachmas in Late Hellenistic Corcyra." Co-presented with Georgia Tsouvala, at the International Numismatic Congress, September 13, Warsaw Poland.
- Co-organizer of international military history conference, "Local and Global Perspectives on Military History," Moline, IL, April 14-15.

### Ute Chamberlin

- New course preparation for HIST 241 (Latin America), taught in Fall 2022.
- Member of Title VI Advisory Board (creating a program of fellows - WIU Global Citizens - to be trained in Latin American and cross regional studies, to be submitted for funding to the U.S. Department of Education; led by Drs. Maymi-Sugrañes and Albarracín): Fall 2022 – Present.
- Organizer of annual WIU Women's History panel, Malpass Library, March 29.

### Peter Cole

- Presentation "Living for the City: The Past and Present of New Urbanism," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Presentation "Race and the City: Redlining, Public Housing and the New Deal," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Planning and implementation grant received of \$50,000 from Chicago Monuments Project and Department of Cultural Affairs and Special Events, City of Chicago, August 2022.
- Provost Award for Excellence in Multicultural Teaching, February 2023.

- Journal article “Can’t Play in Peoria: Paul Robeson’s Canceled Concert, Civil Rights Unionism, and the Second Red Scare,” co-authored with Ricky Newcomb, *Journal of African American History* 107:4 (Fall 2022): 548-74.
- Journal article “Ben Fletcher et les Industrial Workers of the World sur les quais de Philadelphia. Un modele de syndicalisme interracial au debut du 20e siecle (Ben Fletcher and the Industrial Workers of the World on the Philadelphia docks: A model of interracial unionism at the beginning of the 20th century),” translated by Olivier Maheo, *Cahiers d’Histoire* No. 154 (Fall 2022): 45-65.
- Presentation “CRR19 and reparations,” OrganicOneness.Org Be the Healing conference on North American Reparations: A Blueprint for Global Healing, Chicago, September 24.
- Journal article "The Early IWW’s Unionism Was So Effective That Capitalists Decided It Had to Be Smashed," *Jacobin.com*, September 30.
- Commentator Dissertation Prospectus Workshop, Labor and Working-Class History Association (virtual), October 25.
- Historic bus tour on history of Chicago Race Riot of 1919, Facing History and Ourselves and Chicago Public Schools, October 29.
- Presentation History of Chicago Race Riot of 1919, Passages Middle School, Chicago, IL October 21.
- Presentation “Race and Housing in 20th century America,” Learning Is Forever (LIFE), Macomb, IL, October 12.
- Presentation “Reparations and the Chicago Race Riot of 1919 Commemoration Project,” Be the Healing Conference on North American Reparations: A Blueprint for Global Healing, Chicago, IL, September 23.
- Community book discussion of Peter Cole, *Ben Fletcher: The Life and Times of a Black Wobbly*, New Copperfield’s bookstore, Macomb, IL, November 12.
- Interview Guest on the Rick Smith Show (online, radio, podcast), August 17.
- Interview “Neun brennende Fragen uber die neue Organisierungsbewegung in den USA: Grunde, Erfolge und Erkenntnisse. LabourNet-Sommer-Interview mit Peter Cole von Anne Engelhardt [Nine Burning Questions About the New Organizing Movement in America: Reasons, Achievements and Lessons Learned. LabourNet Summer Interview with Peter Cole by Anne Engelhardt],” LabourNet, August 16.
- Interview “Ben Fletcher: the life and times of a Black Wobbly,” The Irish People podcast, August 10.
- Interview “Wobblies: solidarity as religion,” Dissident Orthodoxy podcast, August 8.

### **Richard Filipink**

- Presentation "The Cuban Missile Crisis," WIU Learning Is Forever (LIFE) program, Macomb, IL, March 28.
- Book Review *Autumn of Our Discontent: Fall 1949 and the Crises in American National Security* by John M. Curatola in *Michigan War Studies Review*, 2022-105, (November 2022).
- Co-organizer of international military history conference, “Local and Global Perspectives on Military History,” Moline, IL, April 14-15.

## **Greg Hall**

- Presentation "Women Who Tell Their Own Stories," Department of History Women's History Month Panel, Macomb, IL, March 29.
- Book monograph *Writing Labor's Emancipation: The Anarchist Life and Times of Jay Fox*. University of Washington Press, 2022.
- Journal article "The International Union of Timberworkers: The Rise and Fall of an Industrial Union, 1913-1915," *Journal of the West* 61 (Summer 2022): 38-59.
- Community book discussion of Greg Hall, *Writing Labor's Emancipation: The Anarchist Life and Times of Jay Fox*, New Copperfield's bookstore, Macomb, IL, November 12.
- Presentation "First Illinoisans: Prehistory to the 19<sup>th</sup> Century," McDonough County Historical Society, Macomb, Illinois, November 14.

## **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.
- Presentation "Impact of the Segregation Law on Hansen's Disease Patients in the Philippines, 1900s-1930s," for the National Historical Commission of the Philippines and Museum of Philippine Economic History, (virtual), August 25.
- Presentation "World War II: Experiences and Perspectives from Asia," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Presentation "Filipino Experiences and Perspectives on U.S. Colonialism in the Philippines," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Presentation "Women Who Tell Their Own Stories," Department of History Women's History Month Panel, Macomb, IL, March 29.

## **Tim Roberts**

- Presentation "American Support for Hungary in 1849 and Ukraine Today: A Comparative Perspective," DuPage County Social Studies Conference, Aurora, IL, March 3.
- Presentation "French Algeria in African Americans' Imaginary, 1900-1960," Western Society for French History annual meeting, Detroit, MI, March 18.
- Organized community presentation by faculty and students: Webinar, "Politics in the History Classroom," Wednesday, November 16, involving Prof. Ed Woell, MA student Emmanuel Ennin, and alumnus Joseph Ames. Attended by 33 participants, including current students, faculty, and Western Illinois regional high school teachers.
- Created new honors class, "Gaming the Past," taught spring 2023. In the course students study history-themed video games as historical sources, and research and create their video games. Thirteen honors students enrolled in the class.
- Journal article "The Role of French Algeria in American Incorporation of the Philippines and Puerto Rico," *Historical Reflections/Réflexions Historiques* 48 (December 2022), 90-110
- Review of journal manuscript, "Socialism at the Edges of Civilization," for the *Journal of the Civil War Era*, April 21.



- Review of book manuscript, "The American Civil War in the Age of Nationalism," for the Louisiana State University Press, October 28.
- Book review Charlotte Ann Legg, *The New White Race: Settler Colonialism and the Press in French Algeria, 1860-1914* (University of Nebraska Press, 2021), for H-Net's H-Empire Network, November 14.
- Presentation "Armchair Traveler: Mule-Riding in the Grand Canyon," Learning is Forever (LIFE), Macomb, IL, October 6.
- Interview for Oral History in Forgottonia podcast Cuba High School about Tim Roberts, *This Infernal War: The Civil War Letters of William & Jane Standard*, January 14.
- Co-organizer of international military history conference, "Local and Global Perspectives on Military History," Moline, IL, April 14-15.
- Presentation "Rethinking concepts of civil and colonial wars," WIU military history conference, Moline, IL, April 15.
- Presentation, with Emily Roberts, "This Infernal War: The Civil War Letters of William and Jane Standard," Civil War Symposium, Quincy, IL, April 28.
- Military history conference grant received of \$750 from the Society for Military History, October 19.

#### **Ed Woell**

- Book monograph *Confiscating the Common Good: Small Towns and Religious Politics in the French Revolution*. Manchester University Press, 2022.
- Interview, WIUM 91.3 TSPR commentary, "Our Weakness and Democracy," March 1.
- Interview, WIUM 91.3 TSPR commentary, "Local Institutions and the Power of Social Capital," February 22.
- Interview, WIUM 91.3 TSPR commentary, "Academic Time and Space," February 15.

#### **Major student achievements:**

- Emmanuel Ennin, MA student, presented a paper, "Exploring Government Actions and Their Impact on the Twenty-First Century Nkonya and Alavanyo Conflict," WIU military history conference, Moline, IL, April 15.
- Emmanuel Ennin, MA student, interview for WIU University Relations, "WIU Graduate Student to Pursue Doctorate at Princeton University this Fall," April 19.
- The ASH History Club was the only academic club nominated for consideration as WIU's Outstanding Student Organization, April 17.
- Jordan Rouse, BA student, selected as WIU College of Arts and Sciences Lincoln Laureate nominee, April 20.

#### **Significant alumni achievements:**

- Victoria Stewart, MA 2011, earned tenure as an associate professor of history at Northwest Florida State College, August 26.
- Ricky Newcomb, MA 2017, journal article "Can't Play in Peoria: Paul Robeson's Canceled Concert, Civil Rights Unionism, and the Second Red Scare," co-authored with Peter Cole, *Journal of African American History* 107:4 (Fall 2022): 548-74.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Mathematics and Philosophy**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**1. Department/School mission statement:**

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.

**2. Degrees offered in Department/School:**

B. S. in Mathematics  
M. S. in Mathematics  
M. S. in Teaching Mathematics

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**3. 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.
- Providing graduate assistants to the faculty with a high teaching load.
- Chair-Instructor-Student communications for freshmen math majors.
- Connecting freshmen math students with upper-classmen.
- Math Club support: financial and faculty presentations.
- Assessment of programs, undergraduate and graduate.
- Mathematics placement revision.
- Annual high school math competition

**4. 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.

M. S. in Mathematics. Students will:

- display of sound knowledge in applied mathematics and statistics.
- demonstration of in-depth understanding of at least one area of mathematics and good knowledge in its applications.
- ability to investigate and solve problems using systematic thinking, analytic reasoning, and the scientific method.
- ability to communicate the results of their investigations clearly and concisely.
- demonstration of appropriate knowledge in technological skills.

M. S. in Teaching Mathematics. Students will:

- display sound knowledge of high school and undergraduate mathematics.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- make connections and attain deeper knowledge of challenging mathematical concepts by studying content from Algebra, Statistics, Geometry and Calculus at a graduate level.
- investigate and solve problems using systematic thinking, analytic reasoning, and the scientific method.
- communicate the results of their investigations clearly and concisely.
- demonstrate appropriate technological skills and the willingness to learn new technological skills.
- develop an enhanced understanding of learning mathematics at the high school level.

**5. Describe Department/School strengths:**

- Increased enrollment in the graduate programs, mostly due to the online offering of the two M.S. degrees.
- 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.
- 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 variety 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.

**6. Describe Department/School challenges:**

- Insufficient office support.
- Additioinal full time instructors are needed for 100-level mathematics courses: student preparation is enadequate, and courses need to be taught in smaller sections.
- Declining enrollment at the undergraduate levels.
- Declining appropriated budget, student employment and graduate assistantship budget.
- Insufficient institutional financial support for faculty and student travel to professional meetings.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Limited variety of courses offered as upper division electives.
- Decline in offering independent study courses and student projects.

**7. Identify opportunities for your Department/School in the short term:**

Complete the feasibility study for M. S. in data science, operations research.  
Address growing interest for the B. S. in Mathematics at the QC campus.

**8. 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.**

- 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.

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

All the goals above have measurable outcomes.

**10. List major faculty and staff achievements:**

Publications:

- Ekanayake, D.B., LaFountain, D.J. & Petracovici, B. Finite convergence into a convex polytope via facet reflections. *Appl Math* (2022). <https://doi.org/10.21136/AM.2022.0134-22>
- "A Fresh Look at Cauchy's Convergence Criterion: Some Variations and Generalizations", David Benko, Dan Coroian, **Lia Petracovici**, *Carpathian J. Math.* Vol. 37, No. 1, 2021. (wasn't reported the year prior)
- Dimitrov, R.D., Harizanov, V. (2021). Countable Nonstandard Models: Following Skolem's Approach. In: Sriraman, B. (eds) *Handbook of the History and Philosophy of Mathematical Practice*. Springer, Cham. [https://doi.org/10.1007/978-3-030-19071-2\\_21-1](https://doi.org/10.1007/978-3-030-19071-2_21-1)
- Dr. Blackford, "Squate", *Journal of Humanistic Mathematics* in its July 2022.
- Dr. Tasdan, *Electronic Warfare: Global Trends & Turkish Capabilities Report | SETA Emerging Military Technologies Series .1.*, ISBN: 978-625-8322-11-8.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Presentations

- Dr. Mann, Minion Math: Make It Fair at the Southern Regional Mathematics Teachers' Conference, Carbondale, IL.
- Dr. Baramidze, an invited talk, "Bernstein-Bezier Homogeneous Spherical Splines: Introduction", the University of Georgia.
- Dr. Dimitrov, "Countable Nonstandard Models", the WIU's Department of Mathematics and Philosophy colloquium.
- Dr. Pettit, "Nussbaum on Forgiveness: An Alternative Christian View," at the Illinois Philosophical Association annual meeting.
- Dr. Gordon Pettit, "Math and Ancient Philosophy?", WIU, Student Colloquium.
- Dr. LaFountain, "Math and Finance?", WIU, Student Colloquium.
- Dr. Tasdan, "Evaluation of Circular Logistic Regression Models with Asymmetric Link Functions", Biomathematics and Ecology Education and Research Symposium.
- Dr. Mann, "Revolving Credit: Take Your Card For A Spin", the ICTM (Illinois Council on Teaching of Mathematics) conference on 10-29.
- Dr. Mann, "Triangle Treachery: An Engaging Task for Problem-Solving, Perseverance, and Perspectives" the annual NCTM conference in Los Angeles.

Grants, Awards and Recognitions

- Dr. Mann (PI) and Dr. Brooks (co-PI) are part of the team that was awarded the \$1.4 M NSF Noyce grant, in partnership with BHC and area schools.
- Dr. Olsen received the Distinguished Service Award from the Illinois Section of the Mathematical Association of America (ISMAA) at the Annual Meeting of the ISMAA held March 31 & April 1, 2023 at the College of DuPage in Glen Ellyn, Illinois.
- Dr. Susie Brooks mentored Caleb Engebrecht and Noah Seys to participate in the Putnam exam (organized by Mathematical Association of America). With both Noah and Caleb's score, WIU placed 173 out of 456 institutions.

**11. List major student achievements and recognitions:**

- Caleb Engebrecht and Noah Seys scored 1 and 10 in the Putnam exam (organized by Mathematical Association of America) placing WIU a 173rd out of 456 institutions.
- Lyndsey Poewell, "Excellence in Graduate Studies" The Department of Mathematics and Philosophy award.
- Caleb Engebrecht, Centennial Honors College Scholar, Spring 23.
- Drake Strode, the Mathematics Departmental Scholar, Spring 23.
- Miya Christensen, the Mathematics Departmental Scholar, Fall 2022.

**12. List alumni activities:**

Abby Rocha successfully defended my dissertation study at Arizona State University, will be starting a research postdoc at the University of Arizona in the fall 23



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **School of Nursing**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

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.

**2. Degrees offered in Department/School:**

Bachelors of Science in Nursing (BSN)

**3. List specific recruitment and retention activities:**

Freshmen and Sophomores: Freshmen students are not advised by the nursing advisor and Nursing does not know anything about them. Sophomore students are advised by the nursing advisor but Nursing itself knows nothing about them.

Students apply to the nursing major by March 1 for fall semester entry into the major. : 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 23 has not been determined yet, however, we do not typically fall below the 70% mark.

**Admitted students:** Students admitted to the school of Nursing for a Fall Semester start are contacted immediately when they accept the seat offered. Materials are sent about immunization, materials needed to be successful and bookstore requirements. An introductory meeting is set up in June that all new students must attend, it is recorded for those who are unable to attend and all students can request a recording so they can get ready for fall semester. **This entire process will begin March 1, 2023 and continue throughout the summer until Fall semester begins** The first day of classes for fall semester are cancelled for the new students and they are put into an orientation. All of the students are welcomed, faculty are introduced, and the student handbook for nursing is reviewed. This orientation has time for questions and general learning about expectations in the program for them to be successful. The afternoon is spend completing all the required training that is mandated by the agencies for students: HIPAA and Blood Bourne Pathogens. They are also oriented to NURS 310 Fundamentals of Nursing. During this time, students are introduced to their student (senior nursing students) mentors and their faculty mentors. Students are assigned a faculty mentor to assist them with their portfolio and any issue that arise. **This will occur August 21,2023. This was completed August 20, 2022.** All students are watched closely by their instructors for grades falling below the cut off for failure. At mid term, failing students or those close to the failing mark are sent early warning notices by the university and by individual faculty. **All students falling below the passing level were sent mid term warnings during fall semester and all students falling below the passing level will be sent mid term warnings will be sent at mid term this semester.** Students are watched closely for those having problems and sent to Student Services for accommodations, if needed. Also students may be sent to counseling. **This is an ongoing observation; as students are identified as needing extra help or counseling, they are sent to the appropriate resource.** The tutors available to nursing students are a math tutor that the math department provides and the TSA graduate student. Nursing needs a baccalaureate prepared nurse to tutor students but these individuals are expensive. **The**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

math tutor we had fall semester was fantastic but we don't need that resource Spring semester. The TSA graduate student has a list of students who go to her for tutoring each semester.

Nursing has a student lounge that students can congregate, do homework, share with other students, etc. This area is open at all times for the students and is used consistently by them.

Nursing faculty work very closely with all students.

#### **4. List student learning outcomes for majors:**

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;

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- e. utilizes research to increase knowledge development in professional nursing.

**5. Describe Department/School strengths:**

1. The School of Nursing is well respected by the area health care agencies as evidenced by their intense interest in hiring our graduates.
2. Schools of Nursing are judged by their NCLEX pass rates and ours is consistently high. This particular rate, calendar year 2022 is 93%, calendar year 2021 it was 100%.
3. Low, almost non existent, faculty turnover. Schools of nursing usually have high faculty turnover, we have qualified nurses requesting to teach for us.

**6. Describe Department/School challenges:**

1. Budget.
  - a. Our lab is outdated and needs to be replaced. Much of the equipment is old and needs repair but we have no money for that. Also some equipment is so old, it can no longer be repaired. We need 6 new simulators and associated equipment totaling between \$400,000 and \$500,000. I feel that the outdated equipment is going to become a huge recruitment issue in the near future.
  - b. Faculty salaries are falling behind the national norm.
  - c. The next reaccreditation visit will occur in February of 2025 and will cost between \$10,000 and \$15,000. The school of Nursing Budget does not have this money.
2. Lack of adequate classroom space.
  - a. The School of Nursing uses active learning as our primary delivery method of education in the classroom. Pit/tiered classrooms are totally inappropriate for this as are classrooms which have student desks. We use tables that can be moved and the room reconfigured to the topic of the day. In addition, active learning will not work with class sizes over 20-24 students and one instructor. We typically have a simulator and bed in the classroom as well as other materials appropriate to the topic of the class.
3. The School of Nursing requires students to have a laptop computer so they can load the programs as well as access to desktop computers in the classroom for testing and assessment purposes. Students cannot use their own machines in secure testing situations because of cheating issues. The computers in the classrooms are not serviced by utech on a timely basis and many times do not function properly. However, there are also internet issues. The internet and computer infrastructure is poor at best.
4. Office staff overworked; need additional half time office person. The Administrative aid in the Nursing office must work with all of the university rules and regulations and also with all the rules and regulations of IDFPR Board of Nursing and State Law and our accrediting body CCNE and AACN. This person also works with the many vendors we use for educational programs. We need an additional half time secretary.
5. Lack of funds for student workers and graduate assistants. Nursing has no money for tutors; a Tutor in nursing must have a medical background. We do have a position for one Teaching support assistant ( we use a graduate student from Health Sciences) but we need two or as an alternative, hire registered nurses with baccalaureate degrees from the community. Tutoring is needed to maintain our retention rate.
6. AACN as published new Essential of Nursing education which outline the outcomes graduates of the nursing program must achieve. WIU School of Nursing has been rewriting the current curriculum to meet the new Essentials. The program revisions

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

will be seeking university approval during FY24 for implementation in FY25. This will be an outcome based curriculum which is vastly different from what is in place now. Both The Board of Nursing and CCNE will have also provide approval before the curriculum can be implemented and those approvals will be sought at the same time as the University approvals. This will be competency based education and none of the current faculty was taught in this manner and don't understand how to teach in this manner so faculty need funding to go to conferences to learn to do this.

**7. Identify opportunities for your Department/School in the short term:**

1. Plan more study abroad classes for students.
2. Complete AACN mandated curriculum revision.

**8. 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.**

The School of Nursing is governed by IDFPR Board of Nursing for the State of Illinois and by the American Association of Colleges of Nursing on a National level and is accredited by the Commission on Collegiate Nursing Education.

1. IDFPR has mandated that each nursing school in Illinois will be accredited by an accrediting body recognized by the U.S. Department of Education. CCNE fulfills this requirement.
  2. Adopt a curriculum congruent with the new AACN Essentials for Nursing Education.
- Both The Board of Nursing and CCNE will have also provide approval before the curriculum can be implemented and those approvals will be sought at the same time as the University approvals.

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

Every year the School of Nursing completes an annual report based on the CCNE accreditation standards. Meeting all of the standards will show success.

**10. List major faculty and staff achievements:**

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. (2022, April). Nursing experts translating evidence into practice-NExT 3. Podium Presentation at Midwest Nursing Research Society Conference, Schaumburg, IL.

Jones, K., Raszewski, R., Howard, C., Eathington, P., Drone-Silvers, F., O'Bryant, A., Williams, J., VanWingerden, L., Niccum, A., Johnson, E., Reynolds, C., Campbell, S. & Vonderheid, S. (2022, April). NExT Steps: A Unique Nurse Librarian EBP Collaboration. Invited Webinar. National Library of Medicine

"Increasing Awareness of Public Health Services in Rural Fulton County" (\$2475) competitive award from the Illinois Healthcare Action Coalition-Public Health Nurse Leaders Workgroup. PI: Dr. Patricia Eathington

Carolyn Whitehouse is mentoring new faculty member, Dr. Lisa Downs

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Senior nursing students are conducting health fairs at food banks in Fulton County. These health fairs have been very well received by the food bank participants and the organizers.

□ Patricia Eathington has been working on a grant from this summer funded by "Illinois Nurses Foundation - Illinois Healthcare Action Coalition, 2022"; The \$2475 funding went to purchase a colored poster sized printer and supplies needed to provide a professional health fair. Below are parts of the abstract that explain the grant:

Introduction:

According to the World Health Organization, social determinants of health (SDoH) are the non-medical factors that influence health outcomes (2022). It is described as where one is born, grows, works, lives and ages. The American Association of Colleges of Nursing (2021), determined that SDoH as one of the eight core concepts when the organization revised their guidelines, "The Essentials: Core Competencies for Professional Nursing Education." The Essentials serve to bridge the transition between education and practice. This project provides an example of a successful intervention bridging that gap from education to practice while exploring the SDoH at a rural food bank.

Purpose:

Student led health fairs provided an opportunity for the student nurses to educate people about health-related issues that are specific for the rural county. The goal of the assignment is for students to apply the nursing process and create an appropriate public health educational poster and interventions for the participants at rural food banks.

Evaluation:

Overall, the experience was very positive from the perception of the food bank managers and nursing instructors. The food bank managers were very pleased with the health fair and many of them asked for the students to return the following semester. Many of the food bank managers were encouraging of the nursing students and were appreciative that they provided education for their low-income populations. One manager from a very rural area stated "I'm glad you didn't forget about us." However, it is during the post clinical conference that the nursing instructors were able to vividly point out the different SDoH that impacted the rural food bank population. The instructors said they appreciated the formal questions that helped guide the discussion.

Conclusions:

Health fairs conducted by nursing students at rural food banks appears to be a promising strategy for teaching baccalaureate nursing students about the social determinants of health. In addition, this strategy not only teaches baccalaureate nursing students about SDoH, but it can also be used to evaluate AACN's criteria, Domain 7, to educate nurses to effectively coordinate resources to provide safe, quality, equitable care to diverse populations."

□ Penny Pollock and Danielle Knowles hosted the Macomb Youth Leadership Organization (MYLO) to tour the nursing simulation lab. Penny and Danielle spent the afternoon with the future leaders by educating them about the nursing profession and allowed them to have hands on experience with the manikins. The students and their leaders had such a good experience that they are planning on bringing another group next year!

□ The school of nursing students under the supervision of faculty gave 481 flu shots for Beu health center in October!

□ Nursing students helped (volunteered) Beu Health Center on their International Student Health Day at the beginning of this semester and last.

□ Eathington, P., (2023, April). Teaching social determinants of health at rural food banks. Poster Presentation at 2023 National Nurse Educator Summit, San Antonio TX

□ Lisa Downs attended the Mental Health First Aid training hosted by Bridgeway at WIU on Jan 11, 2023.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

□ Danielle Knowles was able to receive an infant warmer for our nursing program for free. These warmers run around \$5000 plus new. I made connections with Carthage Memorial Hospital upon hearing that their OB department was closing. I was able to get the infant warmer along with other newborn supplies that they were no longer needing. This will be a huge benefit when teaching Maternal and Newborn as the students do not always get to experience a birth while at clinicals.

**11. List major student achievements and recognitions:**

“Food Insecurity Among Nursing Students”

Poster presentation: MNRS BSN Poster Competition, 3/29/23 Des Moines, IA  
Memorial Health Research Conference, 4/13 Springfield IL  
Undergraduate Research Day, 4/19 WIU Macomb  
Krista Swenson, Omotola Oni, Deborah Olaiya

“The Experiences of Racial Minority Nurses in a Healthcare setting”

Poster Presentation: MNRS BSN Poster Competition, 3/29/23 Des Moines IA  
Memorial Health Research Conference, 4/13 Springfield IL  
Undergraduate Research Day, 4/19 WIU Macomb  
Carrington Morse, Kinsey Brawner, Ijeoma Osuigwe

**12. List alumni activities:**

Click or tap here to enter text.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Department of Physics**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**1. Department/School mission statement:**

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.

**2. 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), Pre-Engineering 2+2 transfer Program, Integrated BS+MS in Physics, and MS Physics.

**3. List specific recruitment and retention activities:**

**1. Recruitment**

- a. **Accepted Student Communication:** Historically, there has been a significant difference in the number of student that apply to the physics program at WIU and eventually enroll. We have also lost students to other programs at WIU even before their interaction with any of our faculty or the department chair. We have established a communication pipeline with the accepted students that constitute a physical welcome letter followed by sharing of important news items from the department, such as the recent awarding of the \$1.4 Mil grant from NSF towards STEM teaching scholarships, to keep their interest alive in our programs. By the beginning of Fall 2023 we will know the result of the efforts.
- b. **Discover Western and Individual Student campus visits:** We modified department visit sessions at the Discover Western events to make a deeper connection with the visiting students and their parents by highlighting the positives of coming to WIU and studying at the Physics department such as a possibility of completing both BS and MS degrees in 5 years from a nationally recognized MS Physics program. 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 and enhanced 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. We have instituted the in-person activities of the **Physics Club**, which not only offers socializing opportunities for the physics majors but also involves collaboration with Chemistry Club and organization of a regional favourite "**Science Demonstrations Show**" explaining the science of a contemporary Sci-Fi movie.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- b. 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.
- c. We have implemented 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.
- d. We have instituted a new course “**Careers in Physics**” to ensure familiarity of students With new trends in the field of physics and to ensure that they are adequately prepared Upon graduation for a gainful employment and/or further study in physics or engineering.
- e. 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 are enhancing the **extra help sessions** instituted last year in both classes, within the Learning Assistant model, to offer **problem-solving assistance** and training to the students that needed it the most. We are ensuring that the largest number of students make use of these help session. The students who need most help will be regularly identified with the help of a placement test administered at the beginning of the semester.

#### **4. 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

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- (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.

**5. Describe Department/School strengths:**

1. **Extremely dedicated faculty** that spend tireless hours and offer individual attention to each and every one of our majors to ensure their well-rounded training by the graduation and beyond. This is witnessed by consistently high performance of our students on assessment instruments.
2. **Nationally top-ranked MS program** with the largest number of total and women graduates among MS only institutions (2015-2017, American Physical Society).
3. **Strong BS and MS programs** for students interested in pursuing higher degrees in Physics.
4. **Strong research programs** in a broader area of **Atomic, Molecular, and Optical Physics**.
5. **Strong student engagement in experiential learning activities** such as physics club events, research projects, demonstrations show, sky-viewing events, and K-12 robotics team mentoring, other recruitment and outreach activities that involve high-school visits are fully revived to their full in-person glory as we are coming out of the pandemic situation.

**6. 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 of two administrative (chair and assistant dean) 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.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- 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. One such emerging area is Quantum Information Science. With a bit more support in terms of a quality hire in the experimental aspects of this area we are slated to be a leader in the region in supporting the nationwide quantum workforce development efforts.
- 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.

**7. 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. Our successful application to the National Science Foundation’s NOYCE program grant has resulted in funding in the amount of USD 1.4 Million. This program and grant efforts have a greater chance of being successful if we have can hire a dedicated faculty specializing in science teaching. We strongly 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. We are already begun to see an increase in the number of applications to the Secondary Science Teacher Licensure Program in Physics to the current level of 7 compared to almost none in the past 3-4 years.
- 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 appeared in the catalog in the AY2022-2023. We are moving towards implementing this option fully 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.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- 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 Chemistry and Computer Science.

**8. 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.

**9. 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

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

community. The reports will be used for designing future goals and projects to be taken up by the department.

## **10. List major faculty and staff achievements:**

### **1. Research Publications:**

- a. **Journal Publication:** T. M. Rodríguez, P. Hofner, I. Edelman, **E. D. Araya**, V. Rosero. 2023, “Searching for Molecular Jets from High-mass Protostars”, *The Astrophysical Journal Supplement Series*, 264:30 (25pp), 2023 February. (<https://ui.adsabs.harvard.edu/abs/2023ApJS..264...30R/abstract>)
- b. **Review Article:** D. V. Lopez, **E. D. Araya**. 2023, “Masers as Tracers of Angular Momentum in Molecular Outflows”, *Tecnociencia*, University of Panama, Vol 25, N 1, 180-192. (<https://revistas.up.ac.pa/index.php/tecnociencia/article/view/3443/2944>)

### **2. Research Facility Use Proposals and Awards:**

- a. **Faculty Research Trip: Dr. P. K. Babu and Dr. Saisudha Mallur**, traveled to Urbana, IL to carry out Raman and optical absorption experiments to characterize nanomaterials synthesized in their lab at Western. They conducted experiments in Materials Research Lab at University of Illinois at Urbana-Champaign during Summer 2022.
- b. **Telescope Time Award: Dr. E. D. Araya**, principal investigator of the proposal “Investigating the Ionized Flow from an HII Region using Excited OH Absorption”, Very Large Array (VLA) radio telescope of the National Radio Astronomy Observatory (NRAO), a facility of the National Science Foundation (NSF). Telescope allocation: 1.6 hours at Priority A (time awarded, observations to be conducted in Fall 2023).
- c. **High Performance Computer Time Award: Dr. E. D. Araya**, principal investigator of the proposal “Student involvement in Radio Astronomy Research - using JetStream2 to reduce and analyze VLA observations - PHY220136”, Advanced Cyberinfrastructure Coordination Ecosystem: Services & Support (ACCESS), National Science Foundation (NSF). Computer time allocation: 240,000 ACCESS credits = 240,000 core hours JetStream2 computer cluster. Allocation secures computer access for students taking research credit hours, where the students learn to create, configure, and use virtual machines in high performance computer clusters.

### **3. Professional Development:**

- a. **Dr. E. D. Araya and Dr. Kishor T. Kapale** attended an eight-week workshop organized by the Argonne National Lab: ALCF Intro to AI-driven Science on Supercomputers, September-October 2022. They both earned digital badge for completing of all the required activities associated with the workshop.
- b. **Dr. Esteban D. Araya** attended the Argonne National Lab webinar/training: Accelerate Python Loops with the Intel AI Analytics Toolkit. 2023-03-29.

### **4. Conference Presentations:**

- a. **International Conference (Poster):** “On Extending Capabilities of Quantum Error Correcting Codes to Handle Amplitude Damping Errors” Al-Maliq Adetunji, Pradip Bhattarai, and K. T. Kapale, Annual March Meeting of the American Physical Society held during March 5-10, 2023, Las Vegas, NV.
- b. **International Conference (Poster):** Tatiana M. Rodriguez, Emmanuel Momjian, Peter Hofner, Anuj P. Sarma, Esteban D. Araya, “Water Maser Zeeman Splitting in the Ionized Jet IRAS 19035+0641 A”; IAU Symposium (IAUS) 380, “Cosmic Masers: Proper Motion toward the Next-Generation Large Projects”, 2023 March 20-24, Kagoshima City, Japan.

### **5. Outreach:**

- a. **Summer Science Camp:** Four of our faculty **Dr. P. K. Babu, Dr. Saisudha Mallur, Dr. Esteban D. Araya, and Dr. James Rabchuk** administered hands-on laboratory activities for WIU CAS Summer



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Science Camp for high school students in July 2022. Dr. Rabchuk served as one of the primary organizers of the summer science camp. Dr. Araya's external grant covered the registration for two of the students. Dr. Araya carried out the late-evening star-gazing activity in addition to the in-class activity on astronomy.
- b. **Middle-School Robotics: Mrs. Aparna Kapale** (our laboratory Manager) and **Dr. Kishor T. Kapale** are managing and coaching two robotics teams for seventeen (15) 4 through 8 grade students. They are receiving assistance from Computer Science (CS) major Joy A Taylor, CS faculty Dr. George Mangalaraj, and Edison School Science Teacher Mrs. Carrie Dunseth. The teams are financially supported by 4-H organization, and they use the facilities of the Department of Physics at WIU. The teams participated in the competitions in East Moline and Peoria venues and did an excellent job. The Macomb teams are faring better every year in terms of their skill building and the competition scores they receive. The teams have begun their work to prepare for the state-level 4-H competitions to be held in April 2023. Currently, the teams are getting additional support from Physics Major Kenneth VanZuiden and Dr. Pengqian Wang (Physics) to prepare for the competition.
  - c. **Dr. P. K. Babu** served as a lead organizer for the Academic Challenge competition for area high school in about 8 subject areas held on February 9, 2023, on the WIU campus.
  - d. **Dr. Saisudha Mallur** volunteered in helping with Academic Challenge which is a high school academic competition held on February 9, 2023, on the WIU campus.
  - e. **Dr. Kishor T. Kapale** served as the invited guest to hand out the award medals to the Academic Challenge competition winners. The event was held on February 9, 2023, on the WIU campus.
  - f. **Dr. Saisudha Mallur** served as the event supervisor for physics in WIU Regional Illinois Science Olympiad on February 25th, 2023, at Western Illinois University. I organized and supervised Crave the wave event for middle schools. I prepared the test materials and three experimental set ups for the participating schools.
  - g. **Dr. Saisudha Mallur** served as a judge/moderator at the Tenth Annual Graduate Research Conference on March 3, 2023.
  - h. **Dr. P. K. Babu** served as a conference day manager and a moderator at the Tenth Annual Graduate Research Conference on March 3, 2023.
  - i. **Dr. Saisudha Mallur** served as one of the event organizers for Western Illinois University, Girl Scout STEM Program, which was held on Saturday, March 4, 2023. She also did a special activity for grades 6- 8 and earned the "Special Agent" badge.
  - j. **High-School Visitation:** Lewiston high school physics class visited the Department of Physics on November 4, 2023 and completed two hands-on laboratory exercises. The activities were supervised by **Mrs. Aparna Kapale, Dr. Mark S. Boley, and Dr. Saisudha Mallur.**
  - k. **HS Career Fair: Dr. Pengqian Wang** represented the department at the Annual Career Fair at the Rushville-Industry HS career fair on Marc 3, 2023.

## **6. Innovative Projects/Special Mention:**

- a. **Quantum Education Activity Receives Accolades:** Dr. Kishor T. Kapale has been instrumental, for the last 1.5 year or so, in designing the activities for high-school students and teachers in collaboration with a team from Google, Caltech, and Quantum Realm games. These game-based educational activities, which were supported by the White House National Quantum Coordination Office, bring quantum education to K-12 classrooms. They provide a platform to the High School students to learn about Quantum Physics in an immersive, interactive, and illuminating environment. The activities Dr. Kapale was involved in received press coverage from the premier body governing international physics enterprise, the American Physical Society. The news article appeared late summer at <https://aps.org/publications/apsnews/202209/quantum.cfm> and highlights the importance of making the next generations quantum aware and showers praise on our efforts along with some other related efforts nationwide.
- b. **Dr. Kishor Kapale** was interviewed for his participation in the Artificial Intelligence for Science workshop organized by the Argonne Research Laboratory by their public relations office. The news release is available at: <https://www.anl.gov/article/argonne-training-program-introduces-ai-for-science-to-a-new-crowd>.
- c. **Significant Grant for the Secondary Science and Mathematics Teacher Preparation Program:** Western Illinois University, beginning in the Fall 2023, will begin offering full scholarships to 24 teacher

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean’s Office: April 14, 2023**

education students in the STEM disciplines (Science, Technology, Engineering and Math) over the next five years. This opportunity is made possible through a \$1.4 million National Science Foundation (NSF) NOYCE STEM Teacher Scholarship Track I grant that WIU has received in partnership with Black Hawk College (BHC) and five local high-needs school districts. The principal investigator (PI) **James Rabchuk**, assistant dean of WIU's College of Arts and Sciences, along with co-PIs Susan Brooks, Denny Barr, Robert Mann and Jacob Winters, applied for the grant, titled "Building a Pathway for Recruiting and Preparing STEM Teachers in Rural West Central Illinois". Department of Physics chairperson, **Dr. Kishor Kapale** is serving on the grant as senior personnel and will be offering administrative and data management support to the tasks outlined in the grant.

- d. **Mrs. Aparna Kapale**, our laboratory manager and instructor was recognized for her contributions with the College of Arts and Sciences Civil Service Award for the year 2021 which was awarded at the conclusion of Fall 2022 semester. We value her tireless service and unwavering dedication to the departmental mission on many fronts.

**Faculty and staff activities are summarized in the table below:**

| Books    | Chapters/Monographs/<br>Refereed Articles | Other Professional Development, Creative, Outreach, and Service Activities |          | Conference Presentations |          | Program Recognitions |          |          |
|----------|-------------------------------------------|----------------------------------------------------------------------------|----------|--------------------------|----------|----------------------|----------|----------|
|          |                                           | Domestic                                                                   | Int'l    | Domestic                 | Int'l    | Faculty              | Staff    | Students |
| <b>0</b> | <b>2</b>                                  | <b>50</b>                                                                  | <b>6</b> | <b>0</b>                 | <b>2</b> | <b>3</b>             | <b>1</b> |          |

**11. List major student achievements and recognitions:**

**Student Conference Presentations:**

**Off Campus:**

- a. **Poster:** “Characterization of Ionized Jet Candidates in High-Mass Star Forming Regions using VLASS”, Akter, M. (WIU graduate student), Araya, E., Alkishnawi, F. (WIU graduate student), Hofner, P., , American Astronomical Society Meeting, California, June 2022, 54, 105.17, <https://ui.adsabs.harvard.edu/abs/2022AAS...24010517A>
- b. **Oral:** “Finding the Optimal Spectral Resolution for Analysis of Molecular Line Observations of a Sample of High-Mass Star Forming Regions”, Amisha Rane and E. D. Araya, Spring 2023 Meeting of the Illinois Section of the AAPT "Advances in Astronomy". March 17-18, 2023. Department of Physics Knox College Galesburg, IL
- c. **Oral:** “Continuum Imaging of Three High-Mass Star Forming Regions”, Punya Paudel and E. D. Araya, Spring 2023 Meeting of the Illinois Section of the AAPT "Advances in Astronomy". March 17-18, 2023. Department of Physics Knox College Galesburg, IL
- d. **Oral:** “Measurement Error Mitigation Techniques used in a Single Qubit Encoded into 3(GHZ) Code” A K M Ashiqur Rahman and Kishor T. Kapale, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.
- e. **Oral:** “An Investigation into Extending Capabilities of Standard Quantum Error Correcting Codes to Handle Amplitude Damping Errors” Al-Maliq Adetunji, Kishor Kapale, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.
- f. **Oral:** “Influence of Host Glass Composition on Optical Absorption of Pr<sup>3+</sup> and Dy<sup>3+</sup> Co-Doped in Bismuth Boro-Tellurite Glasses” Md Hasibul Hasan Hasib, Saisudha B. Mallur, and P. K. Babu, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.
- g. **Oral:** “Finding the Optimal Spectral Resolution for Analysis of Molecular Line Observations of a Sample of High-Mass Star Forming Regions”, Amisha Rane and Esteban Araya, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- h. **Oral:** “Continuum Imaging of Three High-Mass Star Forming Regions”, Punya Paudel and Esteban Araya, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.
- i. **Oral:** “Analysis of Stimulated Emission Cross-Section of Praseodymium (Pr<sup>3+</sup>) and Dysprosium (Dy<sup>3+</sup>) Ions Co-Doped in Bismuth Boro-Tellurite Glasses”, A K M Ashiqur Rahman, Saisudha B. Mallur, and P. K. Babu, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.
- j. **Oral:** “Molecular Masers in the Orion Nebula”, Gabriel Sojka, Drew Hecox, and Esteban Araya, Apr 15, 2023, Illinois State Academy of Sciences Annual Meeting, Bradley University, Peoria, IL.

**On-Campus:**

**Graduate student presentations at the WIU School of Graduate Studies, Graduate Research Conference, held on March 3, 2023.**

- a. **Oral:** “Fluorescence study of dysprosium and praseodymium co-doped bismuth boro-tellurite glasses”, AKM. A. Rahman, P. K. Babu, and Saisudha B. Mallur
- b. **Oral:** “Analysis of Optical Absorption of Pr<sup>3+</sup> and Dy<sup>3+</sup> Co-doped Bismuth Boro-Tellurite Glasses”, M. H. H. Hasib, P. K. Babu, and Saisudha B. Mallur
- c. **Oral:** “Excited NH<sub>3</sub> Emission from Ionized Jet Candidates.”, Al Evans and E. D. Araya
- d. **Oral:** “Continuum Imaging of Three High-Mass Star Forming Regions.”, Punya Paudel and E. D. Araya
- e. **Oral:** “Finding the Optimal Spectral Resolution for Analysis of Molecular Line Observations of a Sample of High-Mass Star Forming Regions.”, Amisha Rane and E. D. Araya
- f. **Poster:** “An Investigation into Extending Capabilities of Standard Quantum Error Correcting Codes to Handle Amplitude Damping Errors.”, Al-Maliq Adetunji and K. T. Kapale

**Student Presentations at Natural Sciences Research Day, April 7, 2023, MAC Gym WIU Student Rec. Center. All posters.**

- a. “An Investigation into Extending Capabilities of Standard Quantum Error Correcting Codes to Handle Amplitude Damping Errors”, Al-Maliq O. Adetunji and Kishor T. Kapale
- b. “Continuum Imaging of Three High-Mass Star Forming Regions”, Punya Paudel and Esteban D. Araya
- c. “Finding the Optimal Spectral Resolution for Analysis of Molecular Line Observations of a Sample of High-Mass Star Forming Regions”, Amisha Rane and Dr. Esteban Araya
- d. “Physics, Music and The Physical Effect of Music, Guitar as an Example”, Khaled M. Aladwani and P. K. Babu
- e. “Analysis of Optical Absorption of Pr<sup>3+</sup> and Dy<sup>3+</sup> Co-doped Bismuth Boro-Tellurite Glasses”, Md Hasibul Hasan Hasib, P. K. Babu, and Saisudha B. Mallur
- f. “Group Velocity of Light in Biaxial Crystals”, Pengqian Wang, P. K. Babu, and Anup Dahal
- g. “Study of stimulated emission cross-section of praseodymium (Pr<sup>3+</sup>) and dysprosium (Dy<sup>3+</sup>) ions co doped in bismuth boro-tellurite glasses”, A K M Ashiqur Rahman, P.K. Babu, and Saisudha B. Mallur
- h. “Properties, Preparation, Characterization and Applications of Semiconductors”, Mariam T Badmus and P. K. Babu
- i. “Excited NH<sub>3</sub> Emission from Ionized Jet Candidates”, Alaric Evans and Dr. Esteban Araya
- j. “Investigating the Connection Between Ionized Gas and High-Velocity OH Absorption in a High-Mass Star Forming Region”, **Cade E. Rigg**, Esteban Araya, and Amisha Rane
- k. “Long Term Variability of Methanol Masers in the Orion Nebula”, Drew E. Hecox, Gabriel S. Sojka, and Esteban D. Araya
- l. “Optical Band Gap and Refractive Index Variation in Lead-Bismuth Borate Glasses”, Isabel Navas Rodriguez, Kanika G. Palecanda, Saisudha B. Mallur, and P. K. Babu
- m. “Modeling Artificial Gravity for Space Exploration”, **Jacob L. Cook** and Esteban D. Araya
- n. “A Search for Hydroxyl Emission in the Orion Nebula”, Gabriel S. Sojka, Drew E. Hecox, and Esteban D. Araya

Note: The names in bold, Cade E. Rigg and Jacob Cook, are High School Students.

**12. List alumni activities:**

**Former Student Presentation:** Araya, E., **Sanchez Tovar, E. (WIU alumnus)**, Rosero, V., Hofner, P., Kurtz, S., “Detection of 25 GHz CH<sub>3</sub>OH Emission in Broadband Continuum Observations of Ionized Jet Candidates”,



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

American Astronomical Society Meeting, California, June 2022, 54, 333.02.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Department of Political Science**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School 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.

**2. 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.

**3. List specific recruitment and retention activities:**

The department sponsored a program on “Careers in Illinois Politics” featuring 2017 B.A. graduate Dovile Svirupskaite, April 6. The department also participated in the graduate table fairs during the career days in February and October. Several department majors and alumni participated in the Pre-Law symposium career event in October, including keynote speaker Third District Appellate Court Judge John Hauptman (Class of '75)

The department also held a number of student-oriented events to encourage participation and promote recruitment and retention. These included:

- Department picnic at Everly Park in early September for majors and graduate students.
- Tailgate event at Homecoming football game in October
- Constitution Day panel discussion in September, with poster presentation by students in POLS 410 (Constitutional Law) and POLS 448 (Supreme Court)
- Election Night returns watching event in November

**4. 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.

**5. 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, which included Thalia Mercado as the 2022 president. 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, Fall '21, and Fall

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

'22, 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.

**6. 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, the absence of permanent fulltime faculty in some subfields hampers our experiential learning efforts, particularly related to fielding the mock trial team or participating in Model United Nations going forward.

**7. 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.

**8. 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. We will emphasize retention by inviting former students to speak to classes about their career paths and trajectories. Department faculty have pursued 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.

**9. 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.

**10. List major faculty and staff achievements:**

**a. Achievements**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Julia Albarracin won the 2022 Hispanic Pride Award from the International Association of Radio and TV Broadcasters.
- Julia Albarracin, WIU 2022 Distinguished Faculty Lecturer.
- Julia Albarracin, recipient of Department of Education Title VI Grant, WIU Global Citizens: Illinois International Scholars Initiative, Co-Director (\$214,923)
- Julia Albarracin fundraised \$23,779 for the WIU DREAMer Fund to support undocumented students attending WIU.
- Graduating seniors McKenna Dunn and Thalia Mercado were inducted into Pi Sigma Alpha, the Political Science Honors Society.
- Political Science major Thalia Mercado was named the 2022 Lincoln Laureate

**b. Professional development**

- Julia Albarracin, 2022 WIU Summer Stipend recipient for the project “Immigrant Trust in Institutions during the Pandemic.”

**c. Outreach and Significant Service**

- Julia Albarracin, International Peace Day, Organizer, Panel Discussion on Resettlement of Afghan and Ukrainian Refugees in Illinois, September 21, 2022.
- Julia Albarracin, Presentations on immigration, two at Wesley United Methodist Church and AAUW Monmouth.
- Gregory Baldi served as a reviewer for the annual meeting of the Council of European Studies to be held in June 2023 in Reykjavik, Iceland.
- Gregory Baldi served in December on the Fulbright National Screening Committee as a proposal reviewer for awards to the United Kingdom.
- Gregory Baldi appeared on KWQC news to discuss the Russia/Ukraine war, February 26, 2022.
- Gregory Baldi appeared on WGEM news to discuss the Russia/Ukraine war, March 1, 2022.
- Gregory Baldi, Panel Discussant, “The Ukraine Crisis,’ Western Illinois University, March 24, 2022.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Gregory Baldi appeared on KHQA news to discuss Donald Trump's rally in Adams County, June 23, 2023.
- Gregory Baldi and Keith Boeckelman appeared on the "Exploring Political Science" program that was recorded for Channel 3 on November 15, 2022.
- Keith Boeckelman appeared on WQAD's Public Affairs program "The Week" to discuss the indictment of former Illinois House Speaker Michael Madigan, March 6.
- Keith Boeckelman gave a talk to the League of Women Voters on the Illinois Primary on July 13, 2022.
- Keith Boeckelman was accepted as a Board Member representing WIU on the Western Illinois Regional Council in July 2022. Western Illinois Regional Council (WIRC) provides technical assistance to local governments and elected officials facing complex community and economic development issues in the counties of and communities within Fulton, Hancock, Henderson, Knox, McDonough, and Warren.
- Keith Boeckelman, appeared on Illinois Public Radio's "The 21st" program to discuss the impact of political advertising.
- Keith Boeckelman was on WIUM on Election night to discuss the election returns.
- Keith Boeckelman - KWQC TV's 10:00 news on September 28 and 29 to discuss political advertising. Also appearing on WQPT (the Quad Cities Public TV) station on their "The Cities" program to discuss Illinois politics and the upcoming election.
- Rick Hardy appeared on KHQA News, May 3, and WQAD News, May 9 to discuss the leaked draft Supreme Court opinion overturning Roe v. Wade.
- Rick Hardy, Provost Search Committee (2022)
- Jongho Lee: Member, Selection Committee for the Provost's Awards of Excellence in Teaching, 2021-22.
- Jongho Lee: Member, Advisory Committee for the Center for Inclusive Democracy at the University of Southern California Sol Price School of Public Policy (formerly the California Civic Engagement Project at USC Sol Price School of Public Policy).

**d. Research**

Books:

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Gregory Baldi, *Ideas, Interests, and the Politics of Schools in Postwar Britain and Germany*, Palgrave Macmillan.

Articles:

- Gregory Baldi "Politics without Society: Explaining the Rise of the Scottish National Party" *British Politics*.
- Richard J. Hardy, Paul A. Schlag and Keith Boeckelman, "Constitution Day: An Opportunity for Honors Colleges to Promote Civic Engagement." *Honors in Practice—A Publication of the National Collegiate Honors Council*, Volume 18 (2022): 45-63.
- Ghashia Kiyani, "New Evidence that Naming and Shaming Influences State Human Rights Practices" (with Yuan Zho and Charles Crabtree), 2022, *Journal of Human Rights*
- Ghashia Kiyani, "Sustaining the Fight for Women's Rights in Iran as Repression Tightens". *Political Violence at a Glance*, online

Conference Presentations:

- Keith Boeckelman – Illinois Political Science Association Conference in Chicago in which Keith presented Association "The Illinois Secession Movement: A Comparative Analysis". Casey LaFrance and Jonathan Day also attended the conference.
- Ghashia Kiyani "Civil-Military Friction and Terrorism ." (with Jeffrey Pickering, Mohsin Raza, and Clayton M. Webb). Presented at the annual meeting of the ISA Midwest Political Science Association. November 2022, St. Louis, MO. "Impact of Civil-Military Friction on Transitional Justice" (with Mohsin Raza). Presented at the annual meeting of the ISA Midwest Political Science Association. November 2022, St. Louis, MO.
- Ghashia Kiyani "Gender Quotas and Women's Rights" Accepted at the annual meeting of the Women in Legislative Studies. October 2022, Houston, TX.
- Casey LaFrance, "Who is Making Local Government Budgeting Choices for Policing and Law Enforcement? (With Frankline Muthomi & Kurt Thurmaier). Association for Budgeting and Financial Management Annual Conference.
- Casey LaFrance, "Rethinking Public Safety Priorities: Residents' Budgetary Choices for Police or Non-Police Responders (with Frankline Muthomi & Kurt Thurmaier). American Society of Public Administration Annual Meeting
- Casey LaFrance and Jonathan Day, "Race, Gender and Age as Influences on Anger Towards the Defund the Police Movement," Illinois Political Science Association Annual Meeting

Other: Creative Activities: 1

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Casey LaFrance, Book Review. Hope the high road leads us home again: A review of American administrative capacity: Decline, decay, and resilience. *Public Administration* 100(4), pp. 1185-1186.
- 

**11. List major student achievements and recognitions:**

Ryan Homer, double major in Biological Sciences and Political Science, was named CAS College Scholar for Spring '22. Homer was received the CAS Honorary Recognition Award for the Social Sciences for 2021-2022.

Four students -- Ebra Buah, Jenna Haile, Alyssa McCorkle, and Dylan McGlasson attended the Model Illinois Government simulation March 3-6 in Springfield.

Three Political Science students -- Thalia Mercado, Kate Chavez, and Joseph Zaylik – attended the Mock Trial event in Pella, IA in December. Mercado served as Mock Trial President.

Alyssa McCorkle and Dylan McGlasson were co-winners of the Phyllis Farley Rippey Best Paper Award.

Roselyn Wright, Zachary Hollinshead, and Dylan McGlasson were chosen for the prestigious Illinois Legislative Staff Internship Program, a paid, post-graduate internship in the Illinois General Assembly.

Graduating seniors McKenna Dunn and Thalia Mercado were inducted into Pi Sigma Alpha, the Political Science Honors Society.

Thalia Mercado was named the Lincoln Laureate

**12. 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 served as 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. Mary Kay O'Brien won election to the Illinois Supreme Court. Scott Clark is Chairman of Government and External Relations for the American Red Cross in Illinois. Matthew Rinker was elected to Iowa General Assembly.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Psychology**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

*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.

**2. 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

**3. List specific recruitment and retention activities:**

Undergraduate Recruitment:

The department's Undergraduate Recruitment Committee organized and held Psychology Day March 1 2023, a half-day recruitment event for prospective students.

Quad Cities faculty and students met with 20 Rock Island High School students on March 10, 2023.

Faculty representing the Psychology and/or Forensic Psychology programs made presentations at Illinois high schools in September, November and December 2022.

The department made weekly social media posts on department Facebook and Instagram accounts.

Faculty or the Chair had over 24 individual meetings with prospective students who were interested in either Psychology and/or Forensic Psychology.

Undergraduate Retention:

Chair, faculty, and academic advisor met with first year Psychology majors on 10/6/22 and 2/14/23 to discuss how to get the most out of the major.

Psychology Club restarted as a student organization whose goal is to build community among lower-division students. It meets monthly.

The Psychology Resource Center (Waggoner 111) staffed by graduate assistants 29 hours per week to provide tutoring and a place for students to congregate.

Tutoring publicized to Introductory Psychology students via emails from advisors and tutors visiting classes.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

During Spring semester, first year Psychology majors who are academically struggling in Introductory Psychology were contacted by instructors during Week 4.

Senior Psychology majors enrolled in Senior Capstone attended orientation meeting on first Tuesday of semester (8/23/22 and 1/17/23).

25 undergraduates attended a talk on career paths in forensic psychology, given by a representative of Roger Williams University.

80 Psychology majors and minors completed a survey on perceptions of department, which will be studied by faculty/staff to help improve sense of community in the major.

**Graduate Recruitment:**

Five recruitment sessions for graduate programs, either virtually or on-person.

School Psychology representative attended recruitment event at National Association of School Psychologists convention geared toward students from minority backgrounds.

**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.

Graduate coordinators meet formally with students each semester to discuss progress through the program.

School Psychology and Clinical/Community Mental Health Graduate Programs Team Building Day at WIU Horn Field Campus 9/16/22.

Fall Professional Development Day (November 11th) with all three cohorts of School Psych and CCMH that included a day-long event of professional development workshops led by student interns and guest speakers, ending with a networking/ social.

Hosted School Psychology Fieldwork Meet and Greet (November 18th) with 1st and 2nd year School Psychology students and 12 participating school districts (with 8 alumni) to interview and practice interview for practicum and internship placements

#### **4. 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

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

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

## **5. Describe Department/School strengths:**

Undergraduate:

1. The undergraduate Psychology major is popular with students: 353 total majors, of which 94 are Macomb Forensic Psychology, and 63 are Quad Cities General Psychology. As of Fall 2022, Psychology was the second most popular major at WIU.
2. 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.
3. Undergraduates have the opportunity for applied experiences, including participation in Hotline (a student-led crisis call-line run out of the department) and Field Experience (internship opportunities relevant to psychology in area organizations).
4. Undergraduates are involved in research through faculty research labs in numerous subdisciplines (including forensic psychology, lifespan development, neuroscience, clinical psychology, and social psychology).

General Experimental Psychology Graduate Program:

1. The program 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. Faculty work closely and individually with students on their research projects. Feedback from students has consistently indicated the individualized approach is one of the most well-liked aspects of the program.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

4. Students become knowledgeable in major subfields through completion of core courses in statistics, research methods, behavioral neuroscience, and social, cognitive, and developmental psychology.
5. Students have the option of taking elective coursework relevant to their individual interests and goals.

**Clinical/Community Mental Health**

1. The Psychology Clinic provides free mental health services to those in the community and has recently been coordinating services with the University Counseling Center to better support the University community.
2. Psychological assessment services were added to clinic and provide funds from service.
3. Successful new internship placements have been maintained.
4. 1:1 supervision for student trainees providing service delivery.
5. Small cohorts provide for close supervision with the added adjunct faculty member to offset being down one full tenure-track position.
6. Good internship acquisition rates, job placement rates, and licensure rates including the intensive training resulting in masters level students securing doctoral level internships for the upcoming academic year.

**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.
4. Established new external graduate assistantships have improved training sites across three new school districts/ cooperatives and one Regional Office of Education.
5. Job growth has resulted in all interns securing job placements for the upcoming academic year prior by the mid-point of their training year (year 3).

**6. Describe Department/School challenges:**

**Overall:**

1. By the end of the 2022-23 academic year, 4 faculty will have retired/resigned. This decreases the number of Unit A faculty from 20 to 16, a 20% decrease in one year. Previously, faculty members retired in 2021 and 2018 without being replaced.

**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. Further growth of the major on the Quad Cities campus is hampered by the number of faculty.
2. Due to retirement, the Macomb campus does not have any faculty with expertise in cognitive psychology, one of the main areas of the field.

**Graduate:**

1. The General Experimental Psychology program has seen a decline in the number of applicants

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- to the program, along with a decrease in applicant qualifications.
2. The variety of research opportunities available to graduate students has decreased, due primarily to a decline in the number of experimental faculty in the Psychology Department.
  3. The Psychology Clinic equipment/materials are becoming dated, so there is a need to secure funding for upcoming assessment materials.
  4. The School Psychology program currently has 2.5 FTE faculty and per accreditation standards, are required to have 3 FTE faculty; the department is currently searching for a Unit B faculty member in School Psychology.
  5. The School Psychology program continues to need better practicum (years 1 and 2) school placements that are close to the Macomb campus in order to provide quality training and within reasonable distance for classes. This limits the ability to expand cohort sizes if placements cannot be secured for training.

**7. Identify opportunities for your Department/School in the short term:**

Undergraduate

1. Interest in Forensic Psychology remains strong on the Macomb campus, and hiring an additional faculty member with this expertise would drive further growth.
2. Interest in the Psychology major on the Quad Cities campus remains strong, and hiring an additional faculty member would drive further growth.
3. There is student demand for the Forensic Psychology minor on the Quad Cities campus; as a test of demand, required courses were successfully offered Spring 2022 and Spring 2023.

Graduate:

1. The Clinical/Community Mental Health Program is celebrating it's 50th year and with this has reconnected with decades of former students and alumni with the potential to help with the growth and continued success of the program.
2. The Clinical and School Programs are pursuing a current expansion of an autism assessment center with a partnership being established with the WIU speech pathology program.
3. The School Psychology program is seeking to expand GA positions with more external partnership with two early childhood centers.
4. The School Psychology program has an open Unit B position that has generated interest from alumni and regional school psychologists; this helps with the potential to increase course offerings that can be taught at both the Graduate and Undergraduate level.
5. Two scholarships/grants have been established that can help support graduate students in General Experimental Psychology: the Linda Spear Scholarship (to be awarded to a student who has enrolled in the General Experimental Psychology master's program) and funds donated by Virginia Diehl and Cathy Early (to be used for graduate student research and conference expenses). A highly qualified student who applied late to the GEP program was the first recipient of the Linda Spear Scholarship award (\$500) in Fall 2022. Funds from the Diehl & Early donation (\$500) will help defray costs of student travel to conferences this Spring. In future years, up to \$1000 (total per year, for 5 years) will be available to students who submit requests for research supplies or conference expenses.

**8. 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.**

Undergraduate:



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

1. Complete curricular revisions to encourage student participation in internships and other applied experiences.
2. Complete curricular revisions to expand offerings in Directed Electives for Bachelor's degree and make it easier for students to complete the degree without needing substitutions.
3. Improve first-second year retention in the Psychology major by continuing to implement the retention plan created Fall 2022.

Graduate:

1. The Clinical/Community Mental Health program seeks to expand enrollment from a cohort of 6 students to a cohort of 8.
2. The School Psychology program is seeking to partner with the WIU Foundations office for innovative methods to help fund students by creating an "Adopt-a-Student" Program with alumni outreach prior to fall enrollment.
3. The School Psychology program seeks to maintain enrollment with a cohort of 8 and potentially increase to a cohort of 9 for Fall 2023.
4. Both the School and Clinical programs are seeking ways to increase recruitment of students domestically by communicating with Psychology programs at regional undergraduate institutions about our graduate programs.
5. The General Experimental Program will complete a self-study to determine if curricular changes are needed to improve recruitment and retention.

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

Undergraduate:

1. Greater student participation in applied experiences will be determined by increased enrollment in the two relevant courses: Hotline and Field Experience/Psychology Internship.
2. Success for the expanded Directed Electives will be determined by a) receiving University approval for changes, and b) decreased substitution of courses for students to meet degree requirements.
3. Success in retention will be determined by an increase in retention rate in the major (in 2021-22, 55% stayed in major and 72.5% stayed at WIU).

Graduate:

1. Clinical/Community Mental Health enrollment for first year students will be more than 6.
2. Success in the School Psychology's Adopt-a-Student program will be measured by the number of alumni who agree to donate.
3. School Psychology enrollment will be at least 8 per cohort.
4. The success in outreach to regional undergraduate programs will be measured by an increase in student applications from those institutions.
5. Measurement of the General Experimental Psychology graduate program's self-study will be in any changes made to the curriculum, and changes in recruitment and retention in future years.

**10. List major faculty and staff achievements:**

1. Specialist in School Psychology graduate program was re-accredited by the National Association of School Psychologists, effective 2023-2030.
2. Dr. Leigh Ann Fisler completed the Illinois School Psychology Association (ISPA) Supervisor Credential (requiring 70 hours of supervision, 4 days of training, and two metasupervision meetings).
3. Faculty presented 7 trainings/outreach sessions in the community on topics such as autism, forensic psychology, educator self-care, and child development.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

4. Faculty published 9 articles in peer-review journals.
5. Faculty had 15 presentations at psychology conferences; 5 of them had student coauthors.

**11. List major student achievements and recognitions:**

1. Two first-year psychology majors received the James Joyce Freshman Scholarship, given to freshmen with an ACT of 26 or higher (or equivalent SAT).
2. The Frank Fulkerson Transfer Scholarship awarded for first time, to new transfer student Renee Laird.
3. Francine Lawler – Honors Student in Psychology, named College of Arts and Sciences – College Scholar for Fall 2022.
4. Five undergraduates Juniors/Seniors received the Joyce Award, given to Psychology majors who actively contribute to the department.
5. Two undergraduates received the Donald Poindexter Scholarship, given to high-performing students of color.
6. One General Experimental Psychology graduate student (Jayce Owens-Boone) received the BRIDGE Diversity research award from the American Psychology and Law Society, which provides grant funding for student research.
7. Two School Psychology graduate students (Sterling Blonigen and Katie Hernandez) received scholarships from the Illinois Fund for Careers in School Psychology Minority Scholarship Program.
8. Lori Lynne Myers scholarship recipients named for School Psychology students for '23-24 academic year: Taylor Murphy, Jessi Kennel, Katie Hernandez, Jackie Beaver.
9. Three Psychology undergraduates will present at WIU's Undergraduate Research Day.
10. Five posters coauthored by students at regional or national conferences.

**12. List alumni activities:**

W. Rick Fry made a major planned gift to the Foundation, to support Psychology students and faculty ([http://www.wiu.edu/news/newsrelease.php?release\\_id=19053](http://www.wiu.edu/news/newsrelease.php?release_id=19053))



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Race, Religion, Gender, and Multidisciplinary Studies**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

The Department of Race, Religion, Gender, and Multidisciplinary Studies offers multiple programs with distinct but related missions. The department houses two undergraduate majors: the African American Studies (AAS) option, new in Fall 2022, and a Paired Minors option that allows students to combine two minors from the College of Arts and Sciences to create a multidisciplinary major. Also offering minors in Religious Studies, Women's Studies, and AAS, the department prepares students for the complexity and diversity they will encounter in their careers and communities throughout their lives.

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 Race, Religion, Gender, and Multidisciplinary Studies 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.

**2. Degrees offered in Department/School:**

Bachelor of Liberal Arts and Sciences, African American Studies Option  
Bachelor of Liberal Arts and Sciences, Paired Minors Option  
Masters of Liberal Arts and Sciences

**3. List specific recruitment and retention activities:**

1) **Curricular restructuring and addition of Option in African American Studies:** In Spring 2022, the Department proposed and received approval for a major restructuring of the LAS Major. These efforts are geared towards expanded recruitment and retention of those students seeking additional opportunities to work in the field of African American Studies, and to raise the visibility of this field at WIU.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

The restructuring included three elements: a) adding two courses to the core: a new reading and research course, LAS 395, Evidence, Truth, and Action; and a revised and renamed form of LAS 498, Individual Studies and Experiential Learning; b) converting the LAS Paired Minors Emphasis to a Paired Minors Option (Paired Minors: LAS); and c) adding an African American Studies Option to the newly redesigned LAS Major (AAS: LAS).

These changes in AAS will provide students with an expanded opportunity to select African American Studies as part of a transcripted option, which requires 33 credit hours specifically in AAS courses. Students will also take 12 hours of LAS credits, including an experiential learning course and a senior capstone focusing on topics directly relevant to their program. After review by the CAS Curriculum Committee; CAS Faculty Council; CCPI; and finally Faculty Senate, the Provost's office sent out official approval of the curriculum changes on April 19, 2022.

2) **Name change:** After the curriculum approval process, Department faculty proposed and received approval to change the department name to better reflect its majors and minors: the Department of Race, Religion, Gender, and Multidisciplinary Studies. The new department name highlights the existence of the work WIU is doing to support diversity and inclusion in its curricular offerings.

3) **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 RRG&MS faculty.

4) **Department website and social media planning:** A major update was made to the RRG&MS website following the name change. After consultation with WIU Social Media Lab director Josh Averbek as well as WIU marketing staff, updates were made to the department Facebook page to reflect the new department name as well as to add information. The coordinator is working with the WIU marketing team to complete further updates, create an Instagram page, and add video materials created in the spring and summer 2022, including interviews with students and prominent AAS alumni, to both social media and the WIU website. Most interviews were conducted by the African American Studies Spring intern, Shakyria Bailey.

5) **Retention plan:** The department completed the draft of a retention plan, with faculty reviewing and approving it prior to submission to the CAS dean's office in mid-November.

#### **4. List student learning outcomes for majors:**

- 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.

#### **5. Describe Department/School strengths:**

1) **Innovative curriculum development and restructuring:** During the Spring 2021 Program Review, 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 the restructuring of the LAS major to include the AAS Option, described above, as well as the retooling of the core course, LAS 195, Introduction to the Liberal Arts and Sciences. In Spring 2020 this course was approved for General Education Multicultural credit, increasing the number of students who take this gateway

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

course for the major. Offered each fall on both the Macomb and the Quad Cities campus, 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.

**2) “Outstanding” core faculty** in the LAS program who, according to the 2021 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.

## **6. Describe Department/School challenges:**

**1) Decrease in enrollment.** The enrollment in the LAS program dropped dramatically between from Fall 2018 (72 undergraduate majors) to 51 in Fall 2019, 42 in Fall 2020, and Fall 2021 (20 majors). However, since that point enrollments have remained relatively stable (with 21 undergraduate majors in Fall 2022 and 19 in spring 2023).

**2) Ongoing need for full-time faculty in African American Studies.** Faculty in other departments teach a limited number of cross-listed courses. There is substantial unmet demand for the introductory course, AAS 100: for the last several years, one adjunct has offered 1-2 sections per year of AAS100, serving between 35-70 students total per year. From F16 through Sp19, the average student enrollment was more than 100 students per semester, and the demand was even stronger prior to that time (often 4-5 sections were offered per semester).

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

## **7. Identify 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 once a Chair and new faculty in AAS are hired.

## **8. 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) Implementation of curriculum proposals** for the new African American Studies and Paired Minor Options, and accompanying curricular changes noted above. The changes took effect in Fall 2022.

**2) Hiring of Director or Chair in African American Studies:** In Fall 2022, The Department began a search for a Chair specializing 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. This search

**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.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**9. 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.

**10. List major faculty and staff achievements:**

- **Dr. Baker-Sperry**, with Mark Mossman and Justin Schuch, presented “Kicking the Hornet’s Nest: Leveraging Retention Planning in Changing Environments,” at the Higher Learning Commission Annual Conference, 2022. Their recorded presentation was selected for publication on the HLC website. Dr. Baker-Sperry serves as the First Year Experience Faculty Associate and the university’s Assessment Coordinator.
- **Dr. Carr** presented two conference papers, “Early College and the Future of Religious Studies Scholars,” at the the Midwest American Academy of Religion conference, March 5, 2022, and “Thinking Theologically (with Luther) about Embodied Affects in the Wake of Trauma,” at the Lutheran Women in Theology and Religious Studies Conference, November 18, 2022. She contracted in May with Augsburg Fortress to write 16 briefs for the worship aid *Sundays and Seasons*. Other scholarly activity in 2022 included two articles posted to the Lutherans Restoring Creation website “On Contentiously Communing with God” and “To Climate Change Deniers and Climate Despairers”; a presentation to the Blandinsville United Methodist Church, "*Ecclesia Reformata, Semper Reformanda Secundum Verbum Dei*: The Church Reformed, Always Reforming According to the Word of God,” and a video interview/conversation with Lutheran chaplain and theologian Paul Santmire. She serves on the WIU Faculty Senate and is WIU’s representative to the Illinois Board of Higher Education’s Faculty Advisory Council.
- **Dr. Haynes** has a contract with Bloomsbury for her forthcoming work, *Jack Kerouac, Buddhism, and the American Search for Enlightenment*. She serves as the editor of the *Canadian Journal of Buddhist Studies*, which is housed at WIU, and supervises the work of an MLAS graduate student who is the journal’s manager.
- **Dr. Perabo** presented to the Annual Conference of the Society of Christian Ethics in January 2022 on the topic, "Should An Academic Course Have a Moral? Curriculum Ethics at Public Universities." As the Department Coordinator and Coordinator for the Programs in African American Studies, Religious Studies, and Women’s Studies, she supervised the work of the AAS Program Intern in Spring 2022. She was the Faculty Senate Parliamentarian for 2021-22.

**11. List major student achievements and recognitions:**

- Mary Olive Woods Scholarships in Religious Studies totaling \$14,250 were awarded to Religious Studies minors and other students from the disciplines of Philosophy, Women’s Studies, and African American Studies. Six students received scholarships in Spring 2022 and eight students in Fall 2022.
- African American Studies minor Shakyria Bailey received the African American Studies Experiential Learning Scholarship to support her Spring 2022 internship with the AAS Program. She provided research and administrative support for the AAS Option

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

proposal, and interviewed African American students and alumni as part of a video project.

MLAS student Anna Lucken is the Journal Manager for the *Canadian Journal of Buddhist Studies* housed at WIU, and oversees the journal's website maintenance, social media, and communications. Anna presented "Bloodshed for Ahimsa: Violence in the Name of Non-Violence Between the Jains and the Muslims" at the WIU Graduate Student Conference in April, 2022.

**12. List alumni activities:**

- BLAS graduates since 2020 have reported finding full-time work in diverse locations: a nonprofit that works to support parents; the U.S. Army Civilian Human Resources Agency; the Rock Island Arsenal, the Graduate Mentoring Center at Indiana University, and the Juvenile Justice Bureau of the Cook County State's Attorney Office. A 2023 BLAS graduate will begin the MS program in Medical Technology at the University of Illinois this fall. MLAS 2020 graduate David "Sento" Ashby was elected an officer in the Society of American Fight Directors; MLAS 2021 graduate Macey Grant works as a Quality Manager at Epic Systems, a healthcare software company.

**Gordon C. Chang** served as a reviewer for *Peace and Change*.

**Lora Ebert Wallace** served as a reviewer for the *Journal of Marriage and Family*, 2022-2023.

**Christina Davis** served as a reviewer for the *Journal of Linguistic Anthropology*, the *International Multilingual Research Journal*, and *Routledge India*.

**Aggregate Research Data:**

- Books: 2
- Articles: 4
- Conference Presentations: 10
- Other
  - Book Chapters: 2
  - Book Reviews: 0
  - Journal Issue Co-editor: 0

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Department of Sociology and Anthropology**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

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.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**2. 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)

**3. List specific recruitment and retention activities:**

- September 28, 2022. Fall Luncheon for Sociology students (all programs)
- October 2022: The Anthropology program was awarded a CAS recruitment and Retention grant for the creation and distribution of promotional materials to regional community colleges. Posters were sent out via US mail in February and March 2023 and a social media campaign was launched in April 2023.
- December 12, 2022: Christina Davis, Anthropology Coordinator spoke at the admissions officers weekly meeting about the anthropology program.
- December 5, 2022. WIU Sociology alumni Career Talk: Lei Wang (MA '00) and Todd Case (BA '97, MA '99)
- February 16, 2023: WASC event for the American Anthropological Association's Annual Anthropology Day (it doubled as a recruiting/retention event and Anth majors joined)
- February 2023: Revised Flat Sheets for BA in Sociology and BA in Anthropology finalized and printed
- The Department of Sociology and Anthropology worked with Barb Arvin to redesign and update our website (new design launched February 20, 2023).  
[www.wiu.edu/cas/sociology\\_and\\_anthropology](http://www.wiu.edu/cas/sociology_and_anthropology)
- March 7, 2023: Breakfast Info Session for First Year Sociology and Anthropology Majors
- April 23, 2023: Department of Sociology and Anthropology Student Recognition Reception

**4. 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

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- 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.

## **5. 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 remained stable with 46 majors and 22 minors in Fall 2022 and 40 majors and 16 minors in Spring 2023.
- 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, Austria, 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.
- Three capstone experience options (Internship/Individual Investigations/Honors Thesis) 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

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

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
- Establishment of the new *Randall and Delores Lindsey DEI Graduate Internship* in 2022 expanded funding lines for our graduate students. In addition, the selected intern gained valuable experience in project development and applied sociology that will enhance their career and academic trajectory.
- 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

## **6. Describe Department/School challenges:**

### BA in Anthropology

- There is a 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.
- There is a need for adequate/dedicated classroom space for archaeology and biological anthropology courses
- There is a need for additional lab space for faculty and student research (archaeology and biological anthropology)

### BA in Sociology

- The reduction in the number of faculty members over the last decade with only one replacement has impacted the breadth and number of course offerings. This is particularly acute in high demand areas of study such as Criminology/Deviance.
- The delivery of the program in both online and Macomb campus formats has increased the number of majors dramatically, but has resulted in an increase in the number of underenrolled/tutored study courses on the Macomb campus. Required core courses are taught on alternating basis in each modality in order to meet the needs of both on campus and online students as they progress toward meeting graduation requirements.
- The decline in university funding for the department's operating budget resulted in loss of funds to support research and travel for faculty and students.
- There is a need to expand on our limited network of internship sites for newly created capstone experience internship options.
- The relatively 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

- The decline in university funding for both departmental operating budgets resulted in loss of funds to support research and travel for both faculty and graduate students, as well as for recruiting and retention initiatives.
- The decline in university funding for graduate assistantship allocation resulted in a loss of assistantship lines and ability to attract students into the program.
- A reduction in the number of faculty members over the last decade with only one replacement has

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

impacted the breadth and number of course offerings. This is particularly acute 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.

**7. Identify opportunities for your Department/School in the short term:**

BA in Anthropology Program Opportunities

- Dr. Jacob Skousen, Assistant Professor of Anthropology in 2022, was hired in fall 2022. His addition to the Anthropology faculty has restored the four field complement of faculty and provided space for additional course offerings in the area of archaeology.
- Laboratory Spaces (which were part of the 2022 Annual Report Plan for the Next Year) were allocated for Biological Anthropology and Archaeology. Dr. Skousen has been allocated space for an Archaeology Lab, which will enhance hands-on learning opportunities and research experiences for students studying Anthropology. Dr. Andrea Alveshere was allocated laboratory space in Waggoner Hall for the establishment of a BioAnthropology lab. The space is not yet fully functional but will provide Dr. Alveshere with the opportunity to conduct her DNA and other research, as well as for students to contribute and engage in research under her mentorship.
- The approval (and hopefully successful hire) of a CT Vivian Visiting Scholar in Anthropology will expand anthropology course offerings and provide new learning opportunities for students.

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.
- Implementation of the capstone requirement is providing one-on-one mentorship with a faculty member for every undergraduate sociology major entering the program beginning Fall 2022.

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: adult and distance learners
- Addition of the DEI Graduate Internship Program increases funding opportunities for graduate students and provides hands-on experience working on projects focused on justice, inclusion, diversity, and equity (JIDE).

**8. 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

- Identify funding for student service-learning projects, study travel for field trips, and study abroad programs.
- Preparation, fundraising, and promotion for upcoming Summer 2024 WIU Archaeological Field School.

BA Program in Sociology

- Construct a plan for potential revisions to curriculum/program structure, recruitment strategies,

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

and student learning goals drawing on the 2021-2022 BA in Sociology program review findings and recommendations.

- Continue to develop/strengthen partnerships with local and regional organizations to increase the range of undergraduate internship opportunities for majors.

MA Program in Sociology

- Construct a plan for potential revisions to curriculum/program structure, recruitment strategies, and student learning goals drawing on the 2021-2022 MA in Sociology program review findings and recommendations.
- Continue efforts began in 2020-2021 to develop proposal for offering MA program in online format
- Continue to develop/strengthen partnerships with local and regional organizations to increase the number and range of graduate internship opportunities for majors.

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

BA Program in Anthropology

- Strong enrollment numbers for 2024 WIU Archaeological Field School that are equal to or greater than previous years.

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.

**10. List major faculty and staff achievements:**

Achievements

- Dr. Lora Wallace, Professor of Sociology, was awarded a 2023 Summer Stipend
- Dr. Heather McIlvaine-Newsad was awarded a sabbatical leave for the Spring 2024 semester.
- Dr. Andrea Alveshere was awarded a sabbatical leave for the Fall 2023 semester.
- Dr. Andrea Alveshere awarded Provost Travel Award
- Dr. Jacob Skousen awarded Provost Travel Award
- Dr. Christina Davis awarded Provost Travel Award
- Dr. Heather McIlvaine-Newsad awarded Provost Travel Award
- Dr. Andrea Alveshere awarded 2022 University Research Council Grant
- Dr. Jacob Skousen awarded Sociology and Anthropology Faculty Research and Travel Award
- Davison Bideshi - Development and Approval for online course Sociology 455G - Corrections
- Lora Wallace - Development and Approval for online course Sociology 531 - Advanced Research Methods
- Craig Tollini - Development and Approval for online course Sociology 530 - Advanced Statistics
- Gordon Chang - Development and Approval for online course Sociology 519 - Contemporary Sociological Theory



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Outreach and Significant Service

**Tawnya Adkins Covert** and **Tyler Leibnitz**, MA Sociology Student and Randall and Delores Lindsey DEI Graduate Internship recipient. Collection of data on course offerings in social science in regional high schools for a multi-year, interdisciplinary initiative to establish a social science professional development workshop for high school social science teachers. Meetings with local teachers and administrators regarding project goals and initiatives.

**Patrick McGinty** served as Chair of the Midwest Sociological Society Annual Meeting Committee.

**Heather McIlvaine-Newsad** served as a member of the President's Anti-Racism Taskforce

**Lora Ebert Wallace** served as a WIU Faculty Senator, 2022-2023.

**Lora Ebert Wallace** served as a member of the WIU Institutional Review Board, 2022-2023.

**Robert Hironimus-Wendt** served as a facilitator for the *Racial Taboo* film viewing and discussion on Jan 31, 2023 for 6:00-8:00 pm at the WIU Multicultural Center.

**Robert Hironimus-Wendt** and Carl Irvin, director of the Justice, Inclusion, Diversity and Equity (JIDE) Office launched the initiative "Retaining Black Men Students."

**Robert Hironimus-Wendt** served as a member of the University Bachelors of General Studies (BGS) Committee.

**Robert Hironimus-Wendt** served as a member of the University Personnel Committee (UPC).

Research

Books:

**Chang, Gordon**. 2023. *Revolution and Witchcraft: The Code of Ideology in Unsettled Times*. Cham, Switzerland: Palgrave Macmillan.

Donaldson, Lindsay, Lisa Matthies-Barnes, **Heather McIlvaine-Newsad**, and Amanda Zunner-Keating. 2022. *Representations: An Open Invitation to Anti-Racist Anthropology*. PB Press Books, Creative Commons. <https://oer.pressbooks.pub/representations/>

Book Chapters:

Delany-Barmann, G, and **H. McIlvaine-Newsad**. 2022. Cultivating Change in the Curriculum Through International Faculty Development, in *Applying Anthropology to General Education: Reshaping Colleges and Universities for the 21<sup>st</sup> Century*, Jennifer Weiss and Hillary Haldane, eds. Routledge, Taylor & Francis Group.

**Davis, Christina P**. 2023. "Language Policy and Ethnic Conflict." In *A Companion to Linguistic Anthropology*, edited by Alessandro Duranti, Rachel George, and Robin Conley Riner, 479-493. Malden, MA: Blackwell Publishing.

Articles:

Rob Porter & **Heather McIlvaine-Newsad**. 2022. 'If I get Corona, I get Corona': COVID-19 protocols and beach tourism in Pinellas County, Florida." *Leisure/Loisir* DOI:10.1080/14927713.2022.2157320.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Yetunde Salihu, Ejura and **Lora Ebert Wallace**. 2022. "Use and Attitudes Toward Complementary and Alternative Medicine Among University Students: The Role of Gender and Race." *Journal of American College Health*. DOI: 10.1080/07448481.2022.2115296.

LaDousa, Chaise, **Christina P. Davis**, and Nishaant Choksi. 2022. "Postcolonial Language Ideologies: Indian Students Reflect on Mother Tongue and English." *Journal of Linguistic Anthropology* 32(2): 607-628.

LaDousa, Chaise and **Christina P. Davis**. 2022. "South Asian Language Practices: Mother Tongue, Medium, and Media." *Annual Review of Anthropology* 51: 289-305.

Conference Presentations:

**Andrea Alveshere**. "The Social Amoeba in Forensic Science: Microbial Fingerprinting and Epigenetics." American Academy of Forensic Sciences. Orlando, FL. February 13-18, 2023.

**Heather McIlvaine-Newsad** and Gloria Delany-Barmann. "Kaleidoscope Vision: shifting perspectives on disaster research and care of applied researchers." American Anthropological Association, Seattle, Washington. November 9-13, 2022.

**Heather McIlvaine-Newsad**. "Yoga as Fieldwork: Incorporating Yoga into the Introduction to Cultural Anthropology Curriculum." Society for Applied Anthropology, Salt Lake City, Utah. March 23-27, 2022.

**Christina Davis**. "A Trilingual Protest Movement in Post Civil War Sri Lanka: Multimodal Methods in Linguistic Anthropology," Paper Delivered, AAA Annual Meeting, Seattle, WA. November 12, 2022.

**Christina Davis**. "Mother Tongue on Stage and in Performance," Paper delivered, Annual Conference On South Asia, University of Wisconsin-Madison, Madison, WI. October 20, 2022.

**Jacob Skousen**. "Consultation and Collaboration to Preserve Noble-Wieting, a Late Precontact Village in East-Central Illinois" Southeastern Archaeological Conference (SEAC), November 9-12, 2022. Little Rock, AR.

**B. Jacob Skousen**, G. Logan Miller, Logan Pappenfort, Kaila Akina, and Elizabeth Watts Malouchos. "Introducing the Noble-Wieting Cultural Site" The Midwest Archeological Conference. October 13-15, 2022. LaCrosse, WI.

**B. Jacob Skousen**, G. Logan Miller, and Robert G. McCullough. "Beyond the Natural Community: Village Structure, Architecture, Temporality, and Community at Noble-Wieting." The Midwest Archeological Conference. October 13-15, 2022. LaCrosse, WI.

Abrams, Georgia A., Hannah Rucinski, Kjersti E. Emerson, **B. Jacob Skousen**. "Community Shaped by Diversity: A Comparative Ceramic Analysis from Recent Excavations at Noble-Wieting." The Midwest Archeological Conference. October 13-15, 2022. LaCrosse, WI.

Michael Aiuvalasit and **B. Jacob Skousen**. "Microhistory from microstratigraphy? Geoarchaeological insights from the F49 pit feature at Noble-Wieting." The Midwest Archeological Conference. October 13-15, 2022. LaCrosse, WI.

Other: Creative Activities:

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**Gordon C. Chang** was invited to present his book *Revolution and Witchcraft* to the Sociology Department's paper workshop on April 19, 2023 at University of California, San Diego.

**Gordon C. Chang** presented a talk for WASC on his book *Revolution and Witchcraft* on April 6, 2023.

**Heather McIlvaine-Newsad**. Prepared and delivered LIFE course on "Cannabis as Medicine." Wednesdays, February 8, 15 & 22, 2023.

**Heather McIlvaine-Newsad** wrote and recorded nine TSPR.org radio commentaries.

**Heather McIlvaine-Newsad** served as a reviewer for NSF Civic Innovation Challenge grants.

**Heather McIlvaine-Newsad** served as a reviewer for the National Academy of Sciences, Engineering and Medicine, Gulf Health and Resilience - Gulf Research Program.

**Heather McIlvaine-Newsad** served as a reviewer for *Human Organization*.

**Gordon C. Chang** served as a reviewer for *Peace and Change*.

**Lora Ebert Wallace** served as a reviewer for the *Journal of Marriage and Family*, 2022-2023.

**Christina Davis** served as a reviewer for the *Journal of Linguistic Anthropology*, the *International Multilingual Research Journal*, and *Routledge India*.

## **11. List major student achievements and recognitions:**

**Tyler Leibnitz**, MA student in Sociology, was selected as the inaugural recipient of the Randall and Delores Lindsey DEI Internship.

**Asia Billingslea**, Sociology M.A. student and Graduate Assistant at WIU's Women's Center and

**Kirsten Oelschlager**, a departmental Student Ambassador were active organizers for WIU's 2022 Take Back the Night Week. Take Back the Night is "a meaningful series of awareness and community-building events focused on ending interpersonal violence, including sexual assault, rape, child abuse, incest, domestic violence, and stalking." were instrumental in making the event a success. This year's theme was "Shatter the Silence, Stop the Violence!"

**Md. Mahbub Alam**, Illinois State Sociological Conference Presentation, "Developing "Self": Socialization Process, Power/ Inequalities and Agency," Nov. 4, 2022 Charleston, IL.

**Susan Crawford** was selected as the Fall 2022 Department Scholar for Sociology.

**Chloe Jones** was selected as the Fall 2022 Department Scholar for Anthropology

**Md. Rezaul Karim**, WIU Graduate Research Conference Presentation, "COVID-19 and Loss of Employment in the Family" March 3, 2023.

SOC/WS430G Student-led Women's History Month Event: "Who Knew It?: The Mysteries of Women's Reproductive Health." **Asia Billingslea** and **Julia Slesinski**, March 27, 2023.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

SOC/WS430G Student-led Minority Health Month Event: “State by State: Rights to a Woman’s Body.” **Kate Chavez**, April 10, 2023.

**Leah Bozard** was selected as the Spring 2023 Department Scholar for Sociology.

**Leah Metcalf** was selected as the Spring 2023 Department Scholar for Anthropology.

**Asia Billingslea** was awarded the 2023 Sociological Masters Scholarship Award.

**12. List alumni activities:**

Click or tap here to enter text.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

Due to Provost's Office: **May 24, 2023**

## **College of Business and Technology**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Deans will describe what is unique about their College, document progress on enrollment, program development, and faculty development; document and develop recruitment and retention initiatives; and, finally, record and celebrate faculty, staff, and student successes and achievements.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

# Western Illinois University

## Academic Affairs, Annual Reporting Documents —Deans

### Academic Year 2021–2022

Due to Provost's Office: **May 24, 2023**

## 1. What is unique and special about your College?

The College of Business and Technology is unique in its connections to industry and commerce via disciplines and fields of study that are relevant to in-demand careers and skill development. Within the university setting, our purpose of “Preparing tomorrow's business and technology leaders for professional careers and lifelong learning in a globalized economy” drives educational and student engagement activities.

## 2. Enrollment growth possibilities in your College

*Include in this description, where possible, market data, audience profiles, national trends, employment data, and other indicators of market potential.*

| 2020 National Employment Matrix title                                                                                 | 2020 National Employment Matrix code | Employment, 2020 | Employment, 2021-30 | Employment change, 2020-30 | Percent employment change, 2020-30 | Median annual wage, 2020 <sup>(1)</sup> | Typical education needed for entry | Work experience in a related occupation |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------|---------------------|----------------------------|------------------------------------|-----------------------------------------|------------------------------------|-----------------------------------------|
| Chief executives                                                                                                      | 11-1011                              | 292.5            | 275.7               | -16.8                      | -5.7                               | \$185,950                               | Bachelor's degree                  | 5 years or more                         |
| General and operations managers                                                                                       | 11-1021                              | 2,411.9          | 2,638.2             | 226.3                      | 9.4                                | \$103,650                               | Bachelor's degree                  | 5 years or more                         |
| Advertising and promotions managers                                                                                   | 11-2011                              | 23.2             | 25.6                | 2.4                        | 10.3                               | \$133,460                               | Bachelor's degree                  | Less than 5 years                       |
| Marketing managers                                                                                                    | 11-2021                              | 293.7            | 323.1               | 29.4                       | 10.0                               | \$142,170                               | Bachelor's degree                  | 5 years or more                         |
| Sales managers                                                                                                        | 11-2022                              | 397.9            | 425.8               | 27.9                       | 7.0                                | \$132,290                               | Bachelor's degree                  | Less than 5 years                       |
| Public relations and fundraising managers                                                                             | 11-2030                              | 89.0             | 100.3               | 11.3                       | 12.6                               | \$118,430                               | Bachelor's degree                  | 5 years or more                         |
| Administrative services and facilities managers                                                                       | 11-3010                              | 322.0            | 350.5               | 28.6                       | 8.9                                | \$98,890                                | Bachelor's degree                  | Less than 5 years                       |
| Computer and information systems managers                                                                             | 11-3021                              | 482.0            | 534.6               | 52.7                       | 10.9                               | \$151,150                               | Bachelor's degree                  | 5 years or more                         |
| Financial managers                                                                                                    | 11-3031                              | 681.7            | 799.9               | 118.2                      | 17.3                               | \$134,180                               | Bachelor's degree                  | 5 years or more                         |
| Industrial production managers                                                                                        | 11-3051                              | 189.3            | 199.3               | 10.0                       | 5.3                                | \$108,790                               | Bachelor's degree                  | 5 years or more                         |
| Purchasing managers                                                                                                   | 11-3061                              | 74.4             | 79.0                | 4.6                        | 6.1                                | \$125,940                               | Bachelor's degree                  | 5 years or more                         |
| Transportation, storage, and distribution managers                                                                    | 11-3071                              | 137.6            | 149.0               | 11.4                       | 8.3                                | \$96,390                                | High school diploma or equivalent  | 5 years or more                         |
| Compensation and benefits managers                                                                                    | 11-3111                              | 18.7             | 19.4                | 0.7                        | 4.0                                | \$125,130                               | Bachelor's degree                  | 5 years or more                         |
| Human resources managers                                                                                              | 11-3121                              | 161.7            | 176.5               | 14.8                       | 9.2                                | \$121,220                               | Bachelor's degree                  | 5 years or more                         |
| Training and development managers                                                                                     | 11-3131                              | 42.1             | 46.6                | 4.5                        | 10.7                               | \$115,640                               | Bachelor's degree                  | 5 years or more                         |
| Construction managers                                                                                                 | 11-3021                              | 448.0            | 499.4               | 51.4                       | 11.5                               | \$97,180                                | Bachelor's degree                  | None                                    |
| Architectural and engineering managers                                                                                | 11-9041                              | 197.8            | 205.9               | 8.1                        | 4.1                                | \$149,530                               | Bachelor's degree                  | 5 years or more                         |
| Social and community service managers                                                                                 | 11-9151                              | 174.2            | 200.7               | 26.4                       | 15.2                               | \$69,600                                | Bachelor's degree                  | Less than 5 years                       |
| Personal service managers, all other; entertainment and recreation managers, except gambling, and managers, all other | 11-9198                              | 573.0            | 615.3               | 42.2                       | 7.4                                | \$116,350                               | Bachelor's degree                  | Less than 5 years                       |
| Agents and business managers of artists, performers, and athletes                                                     | 13-1011                              | 18.7             | 27.3                | 8.6                        | 46.3                               | \$75,420                                | Bachelor's degree                  | Less than 5 years                       |
| Buyers and purchasing agents                                                                                          | 13-1020                              | 439.0            | 415.4               | -23.6                      | -5.4                               | \$66,690                                | Bachelor's degree                  | None                                    |
| Compliance officers                                                                                                   | 13-1041                              | 348.7            | 370.3               | 21.6                       | 6.2                                | \$71,100                                | Bachelor's degree                  | None                                    |
| Cost estimators                                                                                                       | 13-1051                              | 199.4            | 200.6               | 1.2                        | 0.6                                | \$66,610                                | Bachelor's degree                  | None                                    |
| Human resources specialists                                                                                           | 13-1071                              | 674.8            | 745.1               | 70.2                       | 10.4                               | \$63,490                                | Bachelor's degree                  | None                                    |
| Labor relations specialists                                                                                           | 13-1075                              | 73.5             | 70.3                | -3.2                       | -4.3                               | \$73,240                                | Bachelor's degree                  | Less than 5 years                       |
| Logisticians                                                                                                          | 13-1081                              | 191.0            | 247.3               | 56.4                       | 29.5                               | \$76,270                                | Bachelor's degree                  | None                                    |
| Management analysts                                                                                                   | 13-1111                              | 907.6            | 1,032.0             | 124.4                      | 13.7                               | \$87,660                                | Bachelor's degree                  | Less than 5 years                       |
| Meeting, convention, and event planners                                                                               | 13-1121                              | 125.9            | 148.0               | 22.1                       | 17.5                               | \$51,560                                | Bachelor's degree                  | None                                    |
| Fundraisers                                                                                                           | 13-1131                              | 101.3            | 117.5               | 16.1                       | 15.9                               | \$59,610                                | Bachelor's degree                  | None                                    |
| Compensation, benefits, and job analysis specialists                                                                  | 13-1141                              | 91.9             | 100.7               | 8.8                        | 9.6                                | \$67,190                                | Bachelor's degree                  | Less than 5 years                       |
| Training and development specialists                                                                                  | 13-1151                              | 328.7            | 364.2               | 35.5                       | 10.8                               | \$62,700                                | Bachelor's degree                  | None                                    |
| Market research analysts and marketing specialists                                                                    | 13-1161                              | 740.9            | 904.5               | 163.6                      | 22.1                               | \$65,810                                | Bachelor's degree                  | None                                    |
| Project management specialists and business operations specialists, all other                                         | 13-1198                              | 1,777.3          | 1,876.5             | 99.2                       | 5.6                                | \$77,420                                | Bachelor's degree                  | None                                    |
| Accountants and auditors                                                                                              | 13-2011                              | 1,392.2          | 1,488.2             | 96.0                       | 6.9                                | \$73,560                                | Bachelor's degree                  | None                                    |
| Property appraisers and assessors                                                                                     | 13-2020                              | 78.7             | 82.1                | 3.4                        | 4.4                                | \$68,650                                | Bachelor's degree                  | None                                    |
| Budget analysts                                                                                                       | 13-2031                              | 52.5             | 55.0                | 2.5                        | 4.8                                | \$78,970                                | Bachelor's degree                  | None                                    |
| Credit analysts                                                                                                       | 13-2041                              | 73.0             | 68.8                | -4.3                       | -5.8                               | \$74,970                                | Bachelor's degree                  | None                                    |
| Personal financial advisors                                                                                           | 13-2052                              | 275.2            | 287.8               | 12.6                       | 4.6                                | \$89,330                                | Bachelor's degree                  | None                                    |
| Insurance underwriters                                                                                                | 13-2061                              | 119.4            | 117.2               | -2.2                       | -1.8                               | \$71,740                                | Bachelor's degree                  | None                                    |
| Financial examiners                                                                                                   | 13-2061                              | 70.8             | 83.5                | 12.7                       | 17.9                               | \$81,430                                | Bachelor's degree                  | None                                    |
| Credit counselors                                                                                                     | 13-2071                              | 33.8             | 36.9                | 3.0                        | 9.0                                | \$46,170                                | Bachelor's degree                  | None                                    |
| Loan officers                                                                                                         | 13-2072                              | 322.1            | 326.4               | 4.3                        | 1.3                                | \$63,960                                | Bachelor's degree                  | Less than 5 years                       |
| Tax examiners and collectors, and revenue agents                                                                      | 13-2081                              | 56.9             | 54.8                | -2.1                       | -3.7                               | \$55,640                                | Bachelor's degree                  | None                                    |
| Financial and investment analysts, financial risk specialists, and financial specialists, all other                   | 13-2098                              | 492.1            | 523.4               | 31.3                       | 6.4                                | \$83,660                                | Bachelor's degree                  | None                                    |
| Computer systems analysts                                                                                             | 15-1011                              | 657.0            | 650.6               | -6.4                       | -1.0                               | \$83,730                                | Bachelor's degree                  | None                                    |
| Information security analysts                                                                                         | 15-1212                              | 141.2            | 189.3               | 47.1                       | 33.3                               | \$103,590                               | Bachelor's degree                  | Less than 5 years                       |
| Computer and information research scientists                                                                          | 15-1221                              | 33.0             | 40.2                | 7.2                        | 21.9                               | \$126,830                               | Master's degree                    | None                                    |
| Computer network support specialists                                                                                  | 15-1231                              | 189.8            | 204.0               | 14.2                       | 7.5                                | \$65,450                                | Associate's degree                 | None                                    |
| Computer user support specialists                                                                                     | 15-1232                              | 654.8            | 712.8               | 58.0                       | 8.9                                | \$52,690                                | Some college, no degree            | None                                    |
| Computer network architects                                                                                           | 15-1241                              | 165.2            | 174.0               | 8.8                        | 5.5                                | \$116,780                               | Bachelor's degree                  | 5 years or more                         |
| Network and computer systems administrators                                                                           | 15-1244                              | 350.3            | 369.1               | 18.8                       | 5.4                                | \$84,810                                | Bachelor's degree                  | None                                    |
| Database administrators and architects                                                                                | 15-1245                              | 168.0            | 181.2               | 13.2                       | 7.8                                | \$98,860                                | Bachelor's degree                  | None                                    |
| Computer programmers                                                                                                  | 15-1251                              | 185.7            | 167.3               | -18.3                      | -9.9                               | \$89,190                                | Bachelor's degree                  | None                                    |
| Software developers and software quality assurance analysts and testers                                               | 15-1256                              | 1,847.9          | 2,257.4             | 409.5                      | 22.2                               | \$110,140                               | Bachelor's degree                  | None                                    |
| Web developers and digital interface designers                                                                        | 15-1257                              | 199.4            | 224.9               | 25.5                       | 12.8                               | \$77,200                                | Bachelor's degree                  | None                                    |
| Computer occupations, all other                                                                                       | 15-1299                              | 442.2            | 483.0               | 40.7                       | 9.2                                | \$92,870                                | Bachelor's degree                  | None                                    |
| Operations research analysts                                                                                          | 15-2031                              | 104.1            | 129.7               | 25.6                       | 24.6                               | \$86,200                                | Bachelor's degree                  | None                                    |
| Statisticians                                                                                                         | 15-2041                              | 42.0             | 56.9                | 14.9                       | 35.4                               | \$92,270                                | Master's degree                    | None                                    |
| Data scientists and mathematical science occupations, all other                                                       | 15-2098                              | 63.2             | 83.0                | 19.8                       | 31.4                               | \$98,230                                | Bachelor's degree                  | None                                    |
| Agricultural engineers                                                                                                | 17-2021                              | 1.5              | 1.5                 | 0.1                        | 4.5                                | \$84,410                                | Bachelor's degree                  | None                                    |
| Civil engineers                                                                                                       | 17-2051                              | 309.8            | 335.1               | 25.3                       | 8.2                                | \$88,570                                | Bachelor's degree                  | None                                    |
| Computer hardware engineers                                                                                           | 17-2061                              | 66.2             | 67.3                | 1.0                        | 1.5                                | \$119,560                               | Bachelor's degree                  | None                                    |
| Electrical engineers                                                                                                  | 17-2071                              | 188.0            | 200.7               | 12.7                       | 6.8                                | \$100,830                               | Bachelor's degree                  | None                                    |
| Electronics engineers, except computer                                                                                | 17-2072                              | 125.2            | 132.9               | 7.7                        | 6.2                                | \$107,540                               | Bachelor's degree                  | None                                    |
| Environmental engineers                                                                                               | 17-2081                              | 52.3             | 54.3                | 1.9                        | 3.7                                | \$82,120                                | Bachelor's degree                  | None                                    |
| Health and safety engineers, except mining safety engineers and inspectors                                            | 17-2111                              | 24.1             | 25.6                | 1.5                        | 6.1                                | \$94,240                                | Bachelor's degree                  | None                                    |
| Industrial engineers                                                                                                  | 17-2112                              | 292.0            | 332.0               | 40.0                       | 13.7                               | \$88,950                                | Bachelor's degree                  | None                                    |
| Materials engineers                                                                                                   | 17-2131                              | 25.1             | 27.2                | 2.1                        | 8.4                                | \$95,040                                | Bachelor's degree                  | None                                    |
| Mechanical engineers                                                                                                  | 17-2141                              | 299.9            | 320.1               | 20.9                       | 7.0                                | \$94,160                                | Bachelor's degree                  | None                                    |
| Economists                                                                                                            | 19-3011                              | 18.6             | 21.0                | 2.4                        | 13.1                               | \$108,350                               | Master's degree                    | None                                    |
| Survey researchers                                                                                                    | 19-3022                              | 12.7             | 13.2                | 0.5                        | 4.3                                | \$59,870                                | Master's degree                    | None                                    |
| Business teachers, postsecondary                                                                                      | 25-1011                              | 96.5             | 102.8               | 6.2                        | 6.5                                | \$88,010                                | Doctoral or professional degree    | None                                    |
| Computer science teachers, postsecondary                                                                              | 25-1021                              | 37.8             | 40.4                | 2.6                        | 6.9                                | \$85,540                                | Doctoral or professional degree    | None                                    |
| Mathematical science teachers, postsecondary                                                                          | 25-1022                              | 56.1             | 59.2                | 3.2                        | 5.6                                | \$73,650                                | Doctoral or professional degree    | None                                    |
| Architecture teachers, postsecondary                                                                                  | 25-1031                              | 8.5              | 9.2                 | 0.7                        | 8.3                                | \$90,880                                | Doctoral or professional degree    | None                                    |
| Engineering teachers, postsecondary                                                                                   | 25-1032                              | 46.3             | 52.1                | 5.8                        | 12.5                               | \$103,600                               | Doctoral or professional degree    | None                                    |
| Agricultural sciences teachers, postsecondary                                                                         | 25-1041                              | 9.9              | 10.4                | 0.5                        | 5.0                                | \$90,340                                | Doctoral or professional degree    | None                                    |
| Farm and home management educators                                                                                    | 25-9021                              | 9.3              | 9.2                 | -0.1                       | -1.2                               | \$51,550                                | Master's degree                    | None                                    |
| Instructional coordinators                                                                                            | 25-9031                              | 190.4            | 208.9               | 18.4                       | 9.7                                | \$66,970                                | Master's degree                    | 5 years or more                         |
| Sales representatives, wholesale and manufacturing, technical and scientific products                                 | 41-4011                              | 298.2            | 316.5               | 18.2                       | 6.1                                | \$86,650                                | Bachelor's degree                  | None                                    |
| Sales representatives, wholesale and manufacturing, except technical and scientific products                          | 41-4012                              | 1,327.5          | 1,386.8             | 59.4                       | 4.5                                | \$62,070                                | High school diploma or equivalent  | None                                    |
| Real estate brokers                                                                                                   | 41-9021                              | 109.9            | 114.8               | 4.9                        | 4.5                                | \$63,370                                | High school diploma or equivalent  | Less than 5 years                       |
| Real estate sales agents                                                                                              | 41-9022                              | 408.9            | 425.8               | 16.9                       | 4.1                                | \$49,040                                | High school diploma or equivalent  | None                                    |
| Sales engineers                                                                                                       | 41-9031                              | 63.8             | 68.8                | 5.0                        | 7.9                                | \$108,830                               | Bachelor's degree                  | None                                    |

# Western Illinois University

## Academic Affairs, Annual Reporting Documents —Deans

### Academic Year 2021–2022

Due to Provost's Office: **May 24, 2023**

### 3. Barriers to growth in your College

1. Mass migration of students to out-of-state institutions.
2. Unfunded and underfunded mandates related to retention and recruitment at the college level.
3. Inefficient or nonexistent information systems at the institutional level.
4. Reduced budgets resulting in support staffing reduction leading to decreased ability to deliver, and most importantly, implement a communications strategy featuring uniqueness of the WIU/CBT programs and experiences.
5. Institutional culture reflecting general faculty apathy towards recruiting and retention efforts magnified by the viewpoint that “it is not my job.”
6. Lack of residential options for traditional QC students.
7. Enrollment decline due to reduced number of traditional students.
8. Competitive pressure from other in-state institutions.
9. General public and industry viewpoint that a 4 year comprehensive degree is “optional” in today’s workforce.

### 4. Enrollment

*Institutional Research will create a “College Profile” for Deans and Chairpersons/Directors. Please note that most information can be found in the Fact Book. Include the following:*

- a. 5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in your College

Table 23. Undergraduate and Graduate Enrollment by College, Department and Major (Continued)

| College/Department/Major                                  | 2018         |            |              | 2019         |            |              | 2020         |            |              | 2021         |            |              | 2022         |            |              | Percent Change 2018-2022 |               |              |
|-----------------------------------------------------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------|------------|--------------|--------------------------|---------------|--------------|
|                                                           | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad    | Grad       | Total        | Undergrad                | Grad          |              |
| <b>COLLEGE OF BUSINESS &amp; TECHNOLOGY</b>               |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |              |
| Accounting, Finance, Econ & Decision Sci. School of       | 143          | 20         | 163          | 285          | 27         | 312          | 316          | 70         | 386          | 318          | 108        | 426          | 294          | 190        | 484          | -14.3%                   | 850.0%        | -33.3%       |
| Accountancy                                               | 113          | 20         | 133          | 106          | 27         | 133          | 99           | 23         | 122          | 79           | 19         | 98           | 81           | 16         | 97           | -28.3%                   | -20.0%        | -27.1%       |
| Pre-Accountancy                                           | 135          | -          | 135          | 105          | -          | 105          | 98           | -          | 98           | 110          | -          | 110          | 85           | -          | 85           | -37.0%                   | -             | -37.0%       |
| Applied Statistics & Decision Analytics                   | -            | -          | -            | -            | -          | -            | 3            | -          | 3            | 21           | -          | 21           | 25           | -          | 25           | -                        | -             | -            |
| Business Analytics (B.B.)                                 | -            | -          | -            | -            | -          | -            | 14           | -          | 14           | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| Pre-Business Analytics                                    | -            | -          | -            | -            | -          | -            | 1            | -          | 1            | 2            | -          | 2            | -            | -          | -            | -                        | -             | -            |
| Business Analytics (PBC)                                  | -            | -          | -            | -            | -          | -            | 16           | -          | 16           | 16           | -          | 16           | 11           | -          | 11           | -                        | -             | -            |
| Economics (B.A.)                                          | -            | -          | -            | -            | -          | -            | 6            | -          | 6            | 9            | -          | 9            | 9            | -          | 9            | -                        | -             | -            |
| Economics (B.B.)                                          | -            | -          | -            | -            | -          | -            | 15           | -          | 15           | 13           | -          | 13           | 13           | -          | 13           | -                        | -             | -            |
| Pre-Economics                                             | -            | -          | -            | -            | -          | -            | 30           | -          | 30           | 30           | -          | 30           | 20           | -          | 20           | -50.0%                   | -             | -50.0%       |
| Finance                                                   | 40           | -          | 40           | 34           | -          | 34           | 35           | -          | 35           | 30           | -          | 30           | 20           | -          | 20           | -50.0%                   | -             | -50.0%       |
| Pre-Finance                                               | 55           | -          | 55           | 40           | -          | 40           | 30           | -          | 30           | 40           | -          | 40           | 50           | -          | 50           | -9.1%                    | -             | -9.1%        |
| Quantitative Economics                                    | -            | -          | -            | -            | -          | -            | 20           | -          | 20           | 23           | -          | 23           | 33           | -          | 33           | -                        | -             | -            |
| <b>Agriculture, School of</b>                             |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |              |
| Agriculture                                               | 277          | -          | 277          | 248          | -          | 248          | 241          | -          | 241          | 238          | -          | 238          | 228          | -          | 228          | -17.7%                   | -             | -17.7%       |
| Agriculture Education                                     | 24           | -          | 24           | 27           | -          | 27           | 29           | -          | 29           | 16           | -          | 16           | 19           | -          | 19           | -20.8%                   | -             | -20.8%       |
| Pre-Veterinary Medicine                                   | -            | -          | -            | 5            | -          | 5            | 12           | -          | 12           | 6            | -          | 6            | 12           | -          | 12           | -                        | -             | -            |
| <b>Computer Science, School of</b>                        |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |              |
| Computer Science                                          | 118          | 120        | 238          | 101          | 107        | 208          | 92           | 90         | 182          | 87           | 240        | 327          | 105          | 457        | 562          | -11.0%                   | 280.8%        | 162.3%       |
| Cybersecurity*                                            | 18           | -          | 18           | 19           | -          | 19           | 25           | -          | 25           | 23           | -          | 23           | 24           | -          | 24           | 33.3%                    | -             | 33.3%        |
| Information Systems (B.S.)                                | 2            | -          | 2            | 1            | -          | 1            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -100.0%                  | -             | -100.0%      |
| Information Systems (B.S.)                                | 45           | -          | 45           | 43           | -          | 43           | 33           | -          | 33           | 41           | -          | 41           | 49           | -          | 49           | 8.9%                     | -             | 8.9%         |
| Network Technologies                                      | 10           | -          | 10           | 2            | -          | 2            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -100.0%                  | -             | -100.0%      |
| <b>Economics &amp; Decision Sciences</b>                  |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |              |
| Applied Statistics & Decision Analytics                   | 29           | 42         | 71           | 40           | 42         | 82           | -            | -          | -            | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| Business Analytics (B.B.)                                 | 3            | -          | 3            | 5            | -          | 5            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| Business Analytics (PBC)                                  | 1            | -          | 1            | 3            | -          | 3            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| Economics (B.A.)                                          | 12           | -          | 12           | 17           | -          | 17           | -            | -          | -            | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| Economics (B.B.)                                          | 3            | -          | 3            | 9            | -          | 9            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| Pre-Economics                                             | 11           | -          | 11           | 9            | -          | 9            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| Economics (M.A.) (P.O. No change) Quantitative Econ M.S.) | -            | 24         | 24           | -            | 9          | 9            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| Quantitative Economics                                    | -            | -          | -            | 9            | -          | 9            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| <b>Engineering, School of</b>                             |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |              |
| Civil Engineering                                         | 133          | -          | 133          | 151          | -          | 151          | 157          | -          | 157          | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| Electrical Engineering                                    | -            | -          | -            | 2            | -          | 2            | 16           | -          | 16           | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| Engineering                                               | 81           | -          | 81           | 73           | -          | 73           | 71           | -          | 71           | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| Mechanical Engineering                                    | 52           | -          | 52           | 73           | -          | 73           | 71           | -          | 71           | -            | -          | -            | -            | -          | -            | -                        | -             | -            |
| <b>Engineering &amp; Technology, School of</b>            |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |              |
| Civil Engineering                                         | 198          | 83         | 281          | 156          | 57         | 213          | 136          | 59         | 195          | 252          | 80         | 332          | 242          | 82         | 324          | 22.2%                    | -1.2%         | 15.3%        |
| Construction & Facilities Management                      | 69           | -          | 69           | 52           | -          | 52           | 52           | -          | 52           | 59           | -          | 59           | 55           | -          | 55           | -20.3%                   | -             | -20.3%       |
| Electrical Engineering                                    | -            | -          | -            | -            | -          | -            | -            | -          | -            | 20           | -          | 20           | 24           | -          | 24           | -                        | -             | -            |
| Engineering                                               | -            | -          | -            | -            | -          | -            | -            | -          | -            | 24           | -          | 24           | 13           | -          | 13           | -                        | -             | -            |
| Engineering Technology (B.S.)                             | 107          | -          | 107          | 85           | -          | 85           | 77           | -          | 77           | 57           | -          | 57           | 70           | -          | 70           | -34.6%                   | -             | -34.6%       |
| Engineering Technology (M.S.)                             | -            | 26         | 26           | -            | 15         | 15           | -            | 8          | 8            | 22           | -          | 22           | -            | 35         | 35           | -                        | 34.6%         | 34.6%        |
| Graphic Communication                                     | 22           | -          | 22           | 19           | -          | 19           | 7            | -          | 7            | 2            | -          | 2            | -            | -          | -            | -100.0%                  | -             | -100.0%      |
| Instructional Design & Technology                         | -            | 49         | 49           | -            | 38         | 38           | -            | 48         | 48           | -            | 54         | 54           | -            | 44         | 44           | -                        | -10.2%        | -10.2%       |
| Instructional Design & Technology (PBC)                   | -            | 8          | 8            | -            | 4          | 4            | -            | 3          | 3            | -            | 4          | 4            | -            | 3          | 3            | -                        | -62.5%        | -62.5%       |
| Mechanical Engineering                                    | -            | -          | -            | -            | -          | -            | -            | -          | -            | 68           | -          | 68           | 58           | -          | 58           | -                        | -             | -            |
| <b>Management &amp; Marketing, School of</b>              |              |            |              |              |            |              |              |            |              |              |            |              |              |            |              |                          |               |              |
| Apparel & Textile Merchandising                           | 20           | -          | 20           | 12           | -          | 12           | 5            | -          | 5            | -            | -          | -            | -            | -          | -            | -100.0%                  | -             | -100.0%      |
| Business Administration                                   | -            | 105        | 105          | -            | 120        | 120          | -            | 194        | 194          | -            | 251        | 251          | -            | 222        | 222          | -                        | 111.4%        | 111.4%       |
| Business Administration (PBC)                             | 1            | -          | 1            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -            | -          | -            | -100.0%                  | -             | -100.0%      |
| Human Resource Management                                 | 35           | -          | 35           | 39           | -          | 39           | 30           | -          | 30           | 21           | -          | 21           | 20           | -          | 20           | -42.9%                   | -             | -42.9%       |
| Pre-Human Resource Management                             | 60           | -          | 60           | 32           | -          | 32           | 41           | -          | 41           | 45           | -          | 45           | 46           | -          | 46           | -23.3%                   | -             | -23.3%       |
| Management                                                | 77           | -          | 77           | 64           | -          | 64           | 60           | -          | 60           | 66           | -          | 66           | 65           | -          | 65           | -15.6%                   | -             | -15.6%       |
| Pre-Management                                            | 85           | -          | 85           | 103          | -          | 103          | 120          | -          | 120          | 113          | -          | 113          | 108          | -          | 108          | 27.1%                    | -             | 27.1%        |
| Marketing                                                 | 46           | -          | 46           | 43           | -          | 43           | 39           | -          | 39           | 33           | -          | 33           | 26           | -          | 26           | -43.5%                   | -             | -43.5%       |
| Pre-Marketing                                             | 77           | -          | 77           | 63           | -          | 63           | 64           | -          | 64           | 59           | -          | 59           | 68           | -          | 68           | -11.7%                   | -             | -11.7%       |
| Supply Chain Management                                   | 65           | -          | 65           | 63           | -          | 63           | 60           | -          | 60           | 36           | -          | 36           | 27           | -          | 27           | -58.5%                   | -             | -58.5%       |
| Pre-Supply Chain Management                               | 86           | -          | 86           | 69           | -          | 69           | 49           | -          | 49           | 45           | -          | 45           | 48           | -          | 48           | -44.2%                   | -             | -44.2%       |
| Supply Chain Management (PBC)                             | -            | 3          | 3            | -            | 9          | 9            | -            | 3          | 3            | -            | 6          | 6            | -            | 2          | 2            | -                        | -33.3%        | -33.3%       |
| Pre-Business Undecided                                    | 73           | -          | 73           | 58           | -          | 58           | 33           | -          | 33           | 52           | -          | 52           | 84           | -          | 84           | 16.7%                    | -             | 16.7%        |
| <b>TOTAL BUSINESS &amp; TECHNOLOGY</b>                    | <b>1,796</b> | <b>374</b> | <b>2,170</b> | <b>1,590</b> | <b>362</b> | <b>1,952</b> | <b>1,501</b> | <b>416</b> | <b>1,917</b> | <b>1,429</b> | <b>685</b> | <b>2,114</b> | <b>1,434</b> | <b>953</b> | <b>2,387</b> | <b>-20.2%</b>            | <b>154.8%</b> | <b>10.0%</b> |



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

*b. 5 years of headcount enrollment by race/ethnicity, gender, and country of origin*

| College of Business and Technology |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
|------------------------------------|---------------|------------|-----------------|-----------|------------|------------------|--------------|-------------|-----------|--------------|------------|--------------|--------------------------|----------------------|
| Race & Gender Headcount            |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Fall Term                          | International | Black      | American Indian | Asian     | Hispanic   | Pacific Islander | White        | Two or More | Unknown   | Male         | Female     | Total        | Domestic non-White Total | Domestic non-White % |
| <b>2017</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 54            | 379        | 3               | 21        | 176        | -                | 1,266        | 48          | 41        | 1,333        | 655        | 1,988        | 627                      | 31.54%               |
| Graduate                           | 211           | 20         | -               | 6         | 15         | -                | 184          | 2           | 8         | 264          | 182        | 446          | 43                       | 9.64%                |
| <b>Total</b>                       | <b>265</b>    | <b>399</b> | <b>3</b>        | <b>27</b> | <b>191</b> | <b>-</b>         | <b>1,450</b> | <b>50</b>   | <b>49</b> | <b>1,597</b> | <b>837</b> | <b>2,434</b> | <b>670</b>               | <b>27.53%</b>        |
| <b>2018</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 41            | 319        | 2               | 23        | 185        | 2                | 1,146        | 44          | 34        | 1,165        | 631        | 1,796        | 575                      | 32.02%               |
| Graduate                           | 155           | 21         | 1               | 8         | 7          | -                | 170          | 4           | 8         | 233          | 141        | 374          | 41                       | 10.96%               |
| <b>Total</b>                       | <b>196</b>    | <b>340</b> | <b>3</b>        | <b>31</b> | <b>192</b> | <b>2</b>         | <b>1,316</b> | <b>48</b>   | <b>42</b> | <b>1,398</b> | <b>772</b> | <b>2,170</b> | <b>616</b>               | <b>28.39%</b>        |
| <b>2019</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 28            | 264        | 1               | 23        | 154        | 2                | 1,052        | 36          | 30        | 1,016        | 574        | 1,590        | 480                      | 30.19%               |
| Graduate                           | 140           | 22         | 1               | 5         | 11         | -                | 167          | 3           | 13        | 212          | 150        | 362          | 42                       | 11.60%               |
| <b>Total</b>                       | <b>168</b>    | <b>286</b> | <b>2</b>        | <b>28</b> | <b>165</b> | <b>2</b>         | <b>1,219</b> | <b>39</b>   | <b>43</b> | <b>1,228</b> | <b>724</b> | <b>1,952</b> | <b>522</b>               | <b>26.74%</b>        |
| <b>2020</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 26            | 277        | 2               | 23        | 166        | 2                | 952          | 27          | 26        | 923          | 578        | 1,501        | 497                      | 33.11%               |
| Graduate                           | 116           | 27         | -               | 9         | 18         | -                | 223          | 7           | 16        | 236          | 180        | 416          | 61                       | 14.66%               |
| <b>Total</b>                       | <b>142</b>    | <b>304</b> | <b>2</b>        | <b>32</b> | <b>184</b> | <b>2</b>         | <b>1,175</b> | <b>34</b>   | <b>42</b> | <b>1,159</b> | <b>758</b> | <b>1,917</b> | <b>558</b>               | <b>29.11%</b>        |
| <b>2021</b>                        |               |            |                 |           |            |                  |              |             |           |              |            |              |                          |                      |
| Undergrad                          | 56            | 240        | -               | 21        | 166        | 4                | 895          | 28          | 19        | 880          | 549        | 1,429        | 459                      | 32.12%               |
| Graduate                           | 350           | 39         | -               | 11        | 30         | -                | 230          | 6           | 19        | 409          | 276        | 685          | 86                       | 12.55%               |
| <b>Total</b>                       | <b>406</b>    | <b>279</b> | <b>-</b>        | <b>32</b> | <b>196</b> | <b>4</b>         | <b>1,125</b> | <b>34</b>   | <b>38</b> | <b>1,289</b> | <b>825</b> | <b>2,114</b> | <b>545</b>               | <b>25.78%</b>        |

*c. 5 years total credit hour production by Department/School*

**Table 32. Total Student Credit Hour Production by College & Department, FY 2020 - FY 2021**

\*Please note that FY 2022 SCH Production was not available at time of publishing.

| COLLEGE AND DEPARTMENT                          | FY2020 |             |                        |        | FY2021 |             |                        |        | % CHANGE 2020-2021 |
|-------------------------------------------------|--------|-------------|------------------------|--------|--------|-------------|------------------------|--------|--------------------|
|                                                 | MACOMB | QUAD CITIES | OFF-CAMPUS (EXTENSION) | TOTAL  | MACOMB | QUAD CITIES | OFF-CAMPUS (EXTENSION) | TOTAL  |                    |
| Accounting & Finance                            | 3,494  | 951         | 2,977                  | 7,422  | -      | -           | -                      | -      | (100.00)           |
| School of Acct, Fin, Econ & Decision Sciences** | -      | -           | -                      | -      | 2,784  | 612         | 9,811                  | 13,207 | -                  |
| School of Agriculture                           | 5,091  | -           | 99                     | 5,190  | 3,292  | -           | 1,361                  | 4,653  | (10.35)            |
| School of Computer Sciences                     | 4,180  | 276         | 3,174                  | 7,630  | 1,773  | 126         | 5,067                  | 6,966  | (8.70)             |
| Economics & Decision Sciences                   | 2,421  | 186         | 2,629                  | 5,236  | -      | -           | -                      | -      | -                  |
| School of Engineering                           | 48     | 1,435       | -                      | 1,483  | 57     | 1,073       | 339                    | 1,469  | (0.94)             |
| Engineering Technology                          | 2,674  | 318         | 1,067                  | 4,059  | 1,817  | 261         | 1,273                  | 3,351  | (17.44)            |
| School of Management & Marketing*               | 5,552  | 1,908       | 4,372                  | 11,832 | 3,172  | 705         | 6,688                  | 10,565 | (10.71)            |

*d. Identify faculty-student ratio by College and Department/School, with explanation of disciplinary norms*

These numbers are irrelevant as requested. Multiple graduate programs are overcapacity in terms of faculty-to-student ratio and average class size (corrected for independent studies, internships, and all other nominal level “teaching engagements. Specifically, graduate programs in Computer Science, MBA, and Applied Statistics and Decision Analytics are have ratios too high for the graduate education environment. Undergraduate program ratios hide the relevant metric data by including program data specific to the QC location.

There are no readily available disciplinary norms. There are, however, targets that need revised over time with input tempered by administrative goals.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

|                                               | Fall 2021      |               |                    |                  | Fall 2022      |               |                    |                  |
|-----------------------------------------------|----------------|---------------|--------------------|------------------|----------------|---------------|--------------------|------------------|
|                                               | Total Students | Total Classes | Average Class Size | Change from 2020 | Total Students | Total Classes | Average Class Size | Change from 2021 |
| <b>Undergraduate</b>                          |                |               |                    |                  |                |               |                    |                  |
| Accounting, Finance, Econ & Decision Sciences | 1,851          | 88            | 21.0               | (2.4)            | 1,773          | 72            | 24.6               | 3.6              |
| School of Agriculture                         | 804            | 54            | 14.9               | (0.6)            | 760            | 56            | 13.6               | -1.3             |
| School of Computer Science                    | 1,094          | 57            | 19.2               | 1.7              | 1,362          | 51            | 26.7               | 7.5              |
| School of Engineering & Technology**          | 593            | 59            | 10.1               | -                | 477            | 50            | 9.5                | -0.5             |
| School of Management & Marketing              | 1,451          | 77            | 18.8               | (2.7)            | 1,423          | 69            | 20.6               | 1.8              |
| <b>Total</b>                                  | <b>5,793</b>   | <b>335</b>    | <b>17.3</b>        |                  | <b>5,795</b>   | <b>298</b>    | <b>19.4</b>        | <b>2.2</b>       |
| <b>Graduate</b>                               |                |               |                    |                  |                |               |                    |                  |
| School of Agriculture                         | 468            | 28            | 16.7               | 4.7              | 614            | 33            | 18.6               | 1.9              |
| School of Computer Science                    | 375            | 13            | 28.8               | 13               | 757            | 13            | 58.2               | 29.4             |
| School of Engineering & Technology**          | 158            | 15            | 10.5               | -                | 167            | 14            | 11.9               | 1.4              |
| School of Management & Marketing              | 124            | 5             | 24.8               | 5.4              | 189            | 8             | 23.6               | -1.2             |
| <b>Total</b>                                  | <b>1125</b>    | <b>61</b>     | <b>18.4</b>        | <b>5.8</b>       | <b>1727</b>    | <b>68</b>     | <b>25.4</b>        | <b>7.0</b>       |

Unfortunately, as indicated, a multitude of issues cloud the interpretability of these trends. Especially the immigration issues associated with 2021 data. The influx of international graduate students backlogged due to immigration issues resulted in significantly large course sizes in CS and ASDA. Furthermore, locational data (online, QC, Macomb) students is extremely important to determine future staffing and scheduling needs.

**5. Degrees conferred**

*Include the following:*

- a. *Total number of degrees conferred for most recent academic year*
- b. *Total number of degrees conferred for most recent academic year per department and/or program*
- c. *Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin*

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

Due to Provost's Office: **May 24, 2023**

| Table 29. Undergraduate and Graduate Degrees Conferred   |               |           |                 |          |           |            |                  |          |           |            |            |            |
|----------------------------------------------------------|---------------|-----------|-----------------|----------|-----------|------------|------------------|----------|-----------|------------|------------|------------|
|                                                          | International | Black     | American Indian | Asian    | Hispanic  | White      | Pacific Islander | Unknown  | 2 or More | MALE       | FEMALE     | TOTAL      |
| <b>Undergraduate Degree Programs</b>                     |               |           |                 |          |           |            |                  |          |           |            |            |            |
| <b>Accounting, Finance, Econ &amp; Decision Sciences</b> | 3             | 7         | -               | 1        | 4         | 47         | 1                | 1        | -         | 35         | 29         | 64         |
| B.B. in Accountancy                                      | 1             | 2         | -               | 1        | 3         | 27         | 1                | -        | -         | 15         | 20         | 35         |
| B.B. in Business Analytics                               | -             | -         | -               | -        | -         | 1          | -                | -        | -         | 1          | -          | 1          |
| B.A. in Economics                                        | -             | -         | -               | -        | -         | 5          | -                | -        | -         | 3          | 2          | 5          |
| B.B. in Economics                                        | 1             | 1         | -               | -        | -         | 2          | -                | -        | -         | 1          | 3          | 4          |
| B.B. in Finance                                          | 1             | 4         | -               | -        | 1         | 12         | -                | 1        | -         | 15         | 4          | 19         |
| <b>B.S. in Agriculture</b>                               | 1             | -         | -               | -        | -         | 63         | -                | -        | -         | 36         | 28         | 64         |
| <b>Computer Science</b>                                  | 2             | 5         | -               | -        | 1         | 13         | -                | -        | 1         | 15         | 7          | 22         |
| B.S. in Computer Science                                 | 1             | 2         | -               | -        | 1         | 6          | -                | -        | -         | 7          | 3          | 10         |
| B.S. in Cybersecurity*                                   | -             | 1         | -               | -        | -         | 2          | -                | -        | 1         | 3          | 1          | 4          |
| B.S. in Information Systems                              | 1             | 2         | -               | -        | -         | 5          | -                | -        | -         | 5          | 3          | 8          |
| <b>Engineering &amp; Technology*</b>                     | 1             | 9         | -               | -        | 7         | 34         | -                | 2        | 2         | 44         | 11         | 55         |
| B.S. in Civil Engineering                                | -             | 1         | -               | -        | -         | 4          | -                | -        | -         | 2          | 3          | 5          |
| B.S. in Construction & Facilities Management             | -             | 1         | -               | -        | 3         | 8          | -                | 1        | 1         | 13         | 1          | 14         |
| B.S. in Engineering                                      | -             | -         | -               | -        | 2         | -          | -                | -        | 1         | 1          | 2          |            |
| B.S. in Engineering Technology                           | 1             | 5         | -               | -        | 3         | 8          | -                | 1        | 1         | 16         | 3          | 19         |
| B.S. in Mechanical Engineering                           | -             | 2         | -               | -        | 1         | 10         | -                | -        | -         | 10         | 3          | 13         |
| <b>Management &amp; Marketing</b>                        | 1             | 14        | -               | -        | 12        | 83         | -                | 1        | -         | 62         | 49         | 111        |
| B.B. in Human Resource Management                        | -             | 1         | -               | -        | -         | 17         | -                | -        | -         | 7          | 11         | 18         |
| B.B. in Management                                       | 1             | 6         | -               | -        | 3         | 26         | -                | -        | -         | 18         | 18         | 36         |
| B.B. in Marketing                                        | -             | 3         | -               | -        | 5         | 10         | -                | 1        | -         | 9          | 10         | 19         |
| B.B. in Supply Chain Management                          | -             | 3         | -               | -        | 4         | 30         | -                | -        | -         | 28         | 9          | 37         |
| <b>TOTAL</b>                                             | <b>8</b>      | <b>35</b> | <b>-</b>        | <b>1</b> | <b>24</b> | <b>240</b> | <b>1</b>         | <b>4</b> | <b>3</b>  | <b>192</b> | <b>124</b> | <b>316</b> |
| <b>Graduate Degree Programs</b>                          |               |           |                 |          |           |            |                  |          |           |            |            |            |
| <b>Accounting, Finance, Econ &amp; Decision Sciences</b> | <b>29</b>     | <b>6</b>  | <b>-</b>        | <b>-</b> | <b>4</b>  | <b>20</b>  | <b>-</b>         | <b>1</b> | <b>-</b>  | <b>33</b>  | <b>27</b>  | <b>60</b>  |
| Master of Accountancy                                    | -             | 3         | -               | -        | -         | 9          | -                | 1        | -         | 6          | 7          | 13         |
| M.S. in Applied Statistics & Decision Analytics          | 16            | 1         | -               | -        | 1         | 4          | -                | -        | -         | 15         | 7          | 22         |
| M.S. in Quantitative Economics                           | 6             | -         | -               | -        | 1         | 2          | -                | -        | -         | 4          | 5          | 9          |
| PBC in Business Analytics                                | 7             | 2         | -               | -        | 2         | 5          | -                | -        | -         | 8          | 8          | 16         |
| <b>M.S. in Computer Science</b>                          | <b>42</b>     | <b>-</b>  | <b>-</b>        | <b>-</b> | <b>-</b>  | <b>1</b>   | <b>-</b>         | <b>-</b> | <b>-</b>  | <b>31</b>  | <b>12</b>  | <b>43</b>  |
| <b>Engineering &amp; Technology*</b>                     | <b>5</b>      | <b>6</b>  | <b>-</b>        | <b>-</b> | <b>2</b>  | <b>15</b>  | <b>-</b>         | <b>1</b> | <b>2</b>  | <b>15</b>  | <b>16</b>  | <b>31</b>  |
| M.S. in Engineering Technology                           | 5             | 2         | -               | -        | -         | 3          | -                | -        | -         | 10         | -          | 10         |
| M.S. in Instructional Design & Technology                | -             | 3         | -               | -        | 2         | 11         | -                | 1        | 2         | 5          | 14         | 19         |
| PBC in Instructional Media Development                   | -             | 1         | -               | -        | -         | -          | -                | -        | -         | -          | 1          | 1          |
| PBC in Technology Integration in Education               | -             | -         | -               | -        | -         | 1          | -                | -        | -         | -          | 1          | 1          |
| <b>Management &amp; Marketing</b>                        | <b>7</b>      | <b>7</b>  | <b>-</b>        | <b>2</b> | <b>3</b>  | <b>58</b>  | <b>-</b>         | <b>3</b> | <b>-</b>  | <b>48</b>  | <b>32</b>  | <b>80</b>  |
| Master of Business Administration                        | 7             | 6         | -               | 2        | 2         | 56         | -                | 3        | -         | 45         | 31         | 76         |
| PBC in Supply Chain Management                           | -             | 1         | -               | -        | 1         | 2          | -                | -        | -         | 3          | 1          | 4          |
| <b>TOTAL</b>                                             | <b>83</b>     | <b>19</b> | <b>-</b>        | <b>2</b> | <b>9</b>  | <b>94</b>  | <b>-</b>         | <b>5</b> | <b>2</b>  | <b>127</b> | <b>87</b>  | <b>214</b> |

Click or tap here to enter text.

## 6. Retention of students

List retention initiatives for the following:

### a. Current students

#### *School of Agriculture*

- Retention: School of Agriculture LLC (Had a dinner guest on a three-week interval throughout the academic year)
- Retention: Establish a mentor program in our Agri 120 course (freshmen orientation course). Each freshmen was paired with an agriculture alum.
- Retention: Started a new Pre-Vet student club
- Retention: Hosted a Back-to-School event in September and January (Ag Council)

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

- Recruitment: Numerous high school and community college visits (Ag Vocators)

***School of Accounting, Finance, Economics, and Decision Sciences***

- Regular and frequent communications to all senior undergraduate majors about bridge and graduate opportunities within the department.
- Incentivized current students to connect with us via social media to increase our online presence to others in their social networks

***School of Management and Marketing***

- CBT launched the ProChat Series—a collaborative efforts between the two business schools (Management and Marketing & Accounting, Finance, Economics, and Decision Sciences) with twice weekly workshops individually sponsored and promoted by different CBT student organizations with the overall objective of enhancing student preparedness for internships and professional careers. Interactive workshops are lead by content experts in areas such as networking, professional communication, financial literacy, and civic engagement to strengthen our students' business profile.
- WIU SCM program's SCM Day welcomed 24 professionals including representatives from our largest industry partners (ADM, John Deere, CAT Logistics, JB Hunt, Dot Foods, Alpine Supply Chain Professionals, and Iowa 80 group) for advisory board meeting and career/internship fair.
- The Western Illinois Women in Business student organization attended the 2022 Women Lead Change Conference in October. Women Lead Change is a premier leadership organization for women dedicated to the development, advancement and promotion of women in the workforce and beyond. The conference includes engagement in a variety of sessions hosted by notable women and networking opportunities. Four WIU Business students attend the conference with Women in Business Advisor and Management and Marketing Instructor Michelle Howe.
- WIU SCM students and faculty attended the Promat 2023 conference in Chicago, IL in March 2023. Over 1000 companies display products to over 50,000 attendees, providing students with opportunities to interact with industry experts.
- The WIU Supply Chain Management Student Association (SCMSA) and the Association for Supply Chain Management (ASCM) Quad Cities chapter will co-host the "Night of Networking" event at WIU-QC in Moline, IL. The event, which includes networking, dinner, and a keynote presentation, gives students an opportunity to meet and interact with supply chain professionals from the region, many of which are WIU alumni.
- WIU SCM students and faculty will tour John Deere's Harvester Works manufacturing facility in East Moline, IL. Facility tours give students first hand exposure to supply chain practices employed by successful global corporations, such as John Deere. After the tour of the manufacturing plant, students will hear from WIU alumni currently working in supply chain roles for the Fortune 100 company headquartered in Moline, IL. Deere employs more than 500 WIU Alumni globally according to LinkedIn
- WIU SCM students and faculty will tour the Melvin Price Lock and Dam #26 in Alton, IL followed by a tour of America's Central Port in Granite City, IL. Students will visit the National Great Rivers Museum dedicated to telling the story of life on the Mississippi. America's Central Port is located adjacent to Locks #27 – the last lock on the Mississippi River heading south. Students will tour the Port District including levee system, U.S. Steel dock facility, Warehouse District, and Mixed-Use Business District. The tour will end with a photo stop at the Madison Harbor with views of the Merchant's Bridge and downtown St. Louis. Touring these two facilities will give WIU SCM students insight into the logistic

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

- advantages and challenges of river transportation
- Women in Business continues to organize a mentorship program for our members. It is voluntary, and members are paired with a professional woman who works in a similar career path. We hope to grow this program over the next few years. In addition, we started giving scholarships to members based on involvement, professionalism, and financial need.
- New sustainability minor offered (interdisciplinary)
- New marketing concentration in the MBA available to MBA integrated students
- School of Management and Marketing co-hosted a welcome back for business students with the School of Accounting, Finance, Economics, and Decision Sciences, Sept. 2022 an end of the year celebration on April 19, 2023.
- Business Living and Learning Community engagements 2-3 per semester with faculty

*b. Transfer students*

Retention of transfer students is encompassed in all of the above activities.

## **7. Recruitment of students**

*List recruitment initiatives for the following:*

*a. First-year students*

- School of Agriculture attendance and participation at national and regional FFA conventions and activities. The purpose of interaction and attendance is to directly convey positive message about WIU to potential students.
- College of Business and Technology supported membership and attendance at the Illinois Association for Career and Technical Education (IACTE). IACTE is the only professional education organization in Illinois to represent all of career and technical education at the middle school, high school and post-secondary level. IACTE is dedicated to the advancement of educators that prepare students for successful careers. The purpose of the membership is to influence educators that assist and support students in making college attendance choices.
- College of Business and Technology supported membership and attendance at the Illinois Business Educators Association (IBEA) whose purpose is to promote business education by providing needed programs, resources, publication, and services to its membership, and presenting a unified voice on behalf of business educators in Illinois as well as throughout the nation. The purpose of the membership and attendance is to influence educators that assist and support students in making college attendance choices. The purpose of interaction and attendance is to directly convey positive message about WIU to potential students.
- College of Business and Technology supported attendance, presentation, and interaction (in conjunction with University Marketing and Enrollment Management at the Illinois Future Business Leaders of America. The FBLA is a national organization whose mission is to inspire and prepare students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.
- Multiple CBT Faculty retain membership in the Illinois Science Academy
- CBT advising supports and participates in all Discover Western Events and all individual CBT Units regularly meet with potential students and their family members.
- Additional specific actions include:

*School of Agriculture*

- Recruitment: Department specific Open House (spring & fall semesters) for prospective students (Ag Vocators)
- Recruitment: Hosted Section 11 FFA Agronomy contest (Agronomy Club)
- Recruitment: Hosted a Beef, Swine, and Sheep show for junior exhibitors (Hoof-n-Horn)

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

- Recruitment: Hosted Ag Mechanics/Horticulture invitational FFA contest (Ag Mech Club/CFFA)
- Recruitment: Department hosted “Ground Zero” conference, which is an Illinois FFA Association leadership conference
- Recruitment: Had a booth at Martin Tractor “Proving Grounds” event as well as had 3 faculty and support staff speak at this event
- Recruitment: Hosted FFA/4H livestock judging invitational contest (Hoof-n-Horn)
- Recruitment: Attended the National FFA Convention (Ag Vocators)
- Recruitment: Attended the Illinois FFA Convention (Ag Vocators)
- Recruitment: Attended the Iowa FFA Convention (Ag Vocators)
- Recruitment: Attended the Missouri FFA Convention (Ag Vocators)
- Recruitment: Trees and Tacos Arboricultural Career Fair
- Recruitment: Numerous high school and community college visits (Ag Vocators)

***School of Accounting, Finance, Economics, and Decision Sciences***

- Discover Western Table Fairs and Major Sessions with follow-up contacts after each meeting
- Met with visiting prospective students and included existing students in the meetings
- Hosted 3 Fall “Open House” events that provided information about each undergraduate major in an interactive event and then followed up with all students that visited.
- Regular communication to all prospective undergraduate and graduate students about department events, scholarships, and assistantship opportunities.
- Utilized a social media management platform, Hootsuite, to increase social media engagement.
- Finance faculty member presented financial literacy information to a school conference in Rushville.
- Coordinated with M&M regarding recruitment at NBEA/IBEA/IACETE teachers’ conferences
- Assisted University Admissions with recruiting events in the Chicago suburbs
- Participated in WIUs semesterly Grad fair to promote department’s graduate programs
- Hosted a DataFest competition, with an in person element for the first time, that specifically targeted undergraduate students at regional schools and promoted our graduate programs
- Held two “Analytics is Everywhere” events in the QC that specifically incorporated area high-school/community college students.
- Hosted the annual Accounting challenge (on the Macomb campus) that specifically recruits area high school students and offers scholarships to competition winners.
- Expanded the ACCT/FIN/ECON/DS 197 curriculum to specifically address critical issues in retention Topics included academic integrity, advising, scholarships/financial aid, student group engagement, degree information, career options, and 1:1 meetings with instructor/department chair.
- Continued to offer in-person and virtual tutoring to all AFED undergrads enrolled in principles and business core courses (ACCT 201, 202, 307, FIN 301, 311, 331, ECON 100, 231, 232, and DS 303).
- Developed a plan of study with the Atlantis program to include economics among the potential degrees students can earn.

***School of Computer Science***

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

***School of Engineering and Technology***

- Participation in all Discover Western, Graduate Career fairs or Program Expos, Manufacturing Virtual Jobs fairs or any similar event at WIU in both Macomb and Moline.
- Engineering Open Houses, Quad Cities
  - November 18. Rock Island High School
  - March 10. Pleasant Valley High School
- Engineering Week
  - February 20 - 24, Quad Cities
- Ralph Dirksen 61st annual Technology Expo'23
  - April 14, Quad Cities
  - April 21, Macomb
- State Leadership & Skills Conference 2023
  - April 28, Peoria

***School of Management and Marketing***

Conferences with K-12 teachers/counselors (Recruitment)

- Illinois Business Education Association (IBEA) in Springfield, IL on 11/1/23
- Illinois Association for Career and Technical Education (IACTE) conference in Bloomington, IL 2/16/23
- Iowa Business Education Association in Coralville, IA on 3/31/23
- Illinois DECA (Distributive Education Clubs of America) State Competition, Chicago, 4/14/23
- National Business Leaders of America in Kansas City, MO 4/23

Regional Presentations to High School classes (Recruitment):

- Area CEO presentation on Professional Communication (9/1/22) –80 students
- Brown-Schulyer CEO presentation on Conflict Management (9/8/22)—11 students
- McDonough CEO presentation on Conflict Management (9/13/22) –16 students
- Spoon River Valley High School on SCM + Ag Business (9/27/22) –8 students
- Spoon River Valley High School on Career Exploration in SCM (9/27/22) --> 75 students
- Knox County CEO on Intro to SCM (9/27/22) –10 students
- Warsaw high School on SCM, Entrepreneurship, and Business (9/29/22)—77 students
- McDonough County CEO on Intro to SCM (10/4/22) –16 students
- Rushville-Industry High School on SCM (10/11/22)—33 students
- Rock Island-Milan High School on SCM (10/18/22)—56 students
- Astoria High School on Resumes and SCM careers (10/20/22)—107 students
- West Prairie High School on SCM + Ag Business (11/1/22)—10 students
- West Prairie High School on SCM Careers (11/15/22)—24 students
- McDonough CEO on Public Speaking (11/1/22)—16 students
- Brown-Schuyler CEO on Intro to SCM (12/8/22)—13 students
- Canton YLA on Interviewing Skills for students (2/1/23) –15 students
- Beardstown High School on LinkedIn profiles (3/23/23)—15 students



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

Open House events (Recruitment)

- 9/29/2022 WIU Virtual Open House for SCM
- 10/10/2022 WIU Virtual Open House for SCM
- 10/25/22 WIU Virtual Open House for SCM
- 11/10/22 Spoon River Career Expo
- 12/8/22 WIU Virtual Open House for SCM
- NEW event: SCM ConNEXT scheduled for May 5, 2023 at the WIU QC campus. WIU Supply Chain Management program, in partnership with Black Hawk College, will be hosting a conference from 9:00 a.m. to 1:00 p.m. on Friday, May 5, 2023, at the WIU Quad Cities campus in Moline, IL. The SCM ConNEXT conference will allow Quad Cities regional high school students from ninth through twelfth grades to explore the high-paying, in-demand careers in supply chain management and logistics. Supply chain management includes the business functions that PLAN, SOURCE, MAKE, and DELIVER. Therefore, students will rotate through a series of breakout sessions, each led by a panel of industry professionals, to learn about career paths in sourcing & procurement, manufacturing & operations, distribution, and transportation. SCM ConNEXT will connect the next generation to their potential future careers!
  
- New Dual Credit Opportunity: MGT 125/CEO cohorts: The Western Illinois University College of Business and Technology is partnering with the McDonough County Creating Entrepreneurial Opportunities (CEO) program in a variety of ways. The CEO program is a year-long course for high school students that teaches them entrepreneurial concepts, partners them with area businesses and provides an opportunity to start their own businesses. Many WIU faculty and staff members serve as presenters, mentors and board members for the CEO program. This fall we began offering a dual enrollment credit course (MGT 125) for students in the McDonough County CEO program. The dual credit opportunity was expanded in the spring to include students from Brown-Schulyer County and Central County. We intend to add another cohort next year, and then begin work on scaling this endeavor to more counties within Illinois and beyond.
  
- Future Business Leaders of America conference (recruitment): For over 25 years, the College of Business and Technology has hosted the Future Business Leaders of America (FBLA) regional conference at the WIU Macomb campus. This January we welcomed 180 high school students from nine schools within the Western Illinois region. WIU professor, Dr. Honey Zimmerman led an interactive workshop titled "The Art of Networking". Immediately following the workshop, the FBLA students were able to put their newly-learned skills to the test by engaging in networking social with WIU faculty, students, and Admissions staff. Although WIU does officially sponsor the conference, we use this experience to welcome students to campus and promote WIU as a top choice for business education for future business leaders
  
- 

*b. Graduate students*

Graduate student recruiting is highly individualized by program. A significant number of program have maintained extremely positive word-of-mouth programs (CS) that have been built over multiple years. Other programs have been the beneficiary of overcapacity of over-



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

enrolled programs (ASDA). Formal marketing has not been needed and multiple programs are overcapacity. In Computer Sciences, Student Ambassador recruit and facilitate transition for new international students Current students recruit their “juniors” from undergraduate institutions.

This will be monitored over time.

Click or tap here to enter text.

## **8. Recruitment and retention of faculty and staff**

*Describe the following:*

### *a. Initiatives to retain faculty and staff*

Retention of Faculty and Staff remain problematic within the College of Business and Technology. The issues that were raised in previous reports remain. Disciplines within the college suffer from significant salary inversion, perceived “fatigue,” and a desire to work fully remote. The salary inversion issue creates an unstable staffing environment in which faculty feel they are underappreciated. This issue is exacerbated by the fact that they have not received any measurable raises and have seen real incomes decline (including summer compensation) in the face of increased expenses. However, it should also be noted that many faculty have chosen to live well beyond the geographic area at which the campus is delivered, thus increasing commute expenses based on their choices. This fact is, however, ignored in their general expression of discontent. Their choice of living location further contributes to the desire to work remote and thus reduce commute expenses. Unfortunately, the college has seen a decline in engagement activities such as student organization advisors due to 1) working remote and 2) no services being expected from Associate Faculty. The Unit A faculty simply are not engaging students in a meaningful way. The final contributing factor that makes retention and issue is simply the age of faculty. The number of expected retirements in the next five years is significant.

Thus, retention of qualified faculty is a significant and ongoing concern that cannot be fixed at the college level. It is a systemic issue that will need addressed by broader administrative policies. Yet, the college has attempted several programs to incentivize retention of high performing faculty.

**“Grown your Own Program”** – The college has implemented and maintained a program in which Associate Faculty (Unit B) who desire to acquire additional, discipline relevant qualifications are incentivized to complete advanced degrees. To date, 3 Associate Faculty have successfully completed DBA (doctorate of business administration) degree credentials and been converted to tenure track Unit A faculty. Within the business disciplines, this is critical as it contributes to faculty qualification credentials that support AACSB accreditation efforts. These faculty include:

- Dr. Steve Gray (Finance)
- Dr. Sarah Shike (Management)
- Dr. Honey Zimmerman (Supply Chain Management)

Each faculty was incentivized with a 1 course per semester load reduction while completing coursework and at their discretion, a 1 semester educational leave to complete dissertation related research. A fourth faculty member in Accounting is progressing though the doctoral process and is at the dissertation proposal defense state.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

**Targeted Research Impact Program (TRIP)** - A two tier system of Aspirational Impact Journals and Basic Impact Journals has been implemented . Initial inclusion of a scholarly publication in either category was, by necessity, discipline based with input from Director/Chairs to ensure strategic alignment with department goals. Periodic review of the metrics and discipline categories will be performed but the Dean of the College of Business and Technology retains final approval over outlet acceptability to ensure alignment with college level goals in subsequent years. It should be noted that while other outlets may be deemed acceptable for retention/promotion purposes, this goal of this incentive program is on increasing scholarly output in high impact publication outlets. Faculty in all college, regardless of contract type are eligible for participation. The goal is to encourage/reward increased levels of quality for in-discipline publishing activity.

***Publication in Aspirational Impact Journals*** - \$1,200 stipend per manuscript. In the event of multiple WIU based authors, the stipend is attached to the manuscript and thus, split equally among WIU based authors. Cover page, table of contents, and full article must be submitted in order to initiate stipend payment. Stipends will not be released until the manuscript is published.

Operationalization of Aspirational Impact Journals: Publications achieving a SNIP score above 0.85 or a CITESCORE above 0.9 in relevant categories identified by Directors/Chairs based on the SCOPUS database (See Appendix A).

***Publication in Basic Impact Journals*** - \$600 stipend per manuscript. In the event of multiple WIU based authors, the stipend is attached to the manuscript and thus, split equally among WIU based authors. Cover page, table of contents, and full article must be submitted in order to initiate stipend payment. Stipends will not be released until the manuscript is published.

Operationalization of Basic Impact Journals: Publications achieving a SNIP score above 0.4 or a CITESCORE above 0.5 in relevant categories identified by Directors/Chairs based on the SCOPUS database.

The first year of the program has resulted that, on average, a greater percentage of the college's peer reviewed journal articles were indexed by SCOPUS (41.7% of last year's portfolio as compared to 53.6% of this year's). The average CITEScore and SNIP (of those indexed by SCOPUS) also increased from 2.3 and 1.0 to 4.2 and 1.3 respectively.

•

b. *Plans to hire faculty and staff*

Based on resignations, retirements, and expansion of graduate related programs, the following positions were requested and searches initiated within the college.

- Director of Engineering and Technology (interim candidate identified, 2 year appointment)
- 1 tenure track faculty in Agriculture (resignation in crop sciences area).
- 1 tenure track faculty in Computer Sciences (1 retirement, 1 open position remaining).
- 1 Supplemental Administrative contract for Institute for Cyber Security Education (in-process). While the search was unsuccessful through FY 23. Modification of the parameters of the position have been discussed in an attempt to utilize the existing faculty talent pool.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

- 1 tenure track faculty in Management and Marketing (replace resignations in the area of management strategy).
- 1 tenure track faculty in Civil Engineering (based on retirement anticipation).
- 1 Assistant Dean (pending job description completion).

## 9. Courses

*Include the following:*

- a. *Total number of general education courses*
  - Natural Sciences and Mathematics
    - Computer Science: CS 114, 214
  - Social Sciences - Economics:
    - ECON 100, 231, 232
  - Multicultural Studies
    - Business and Technology: BAT 300
    - Economics: ECON 350, 351
    - Information Systems: IS 325
    - International Agriculture: INAG 310
  - Human Well-Being
    - Finance: FIN 101
- b. *Total number of FYE courses*
- c. *Total number of major courses*
- d. *Total number of independent study, internship, and other courses*
- e. *Total number of graduate courses*
- f. *Number of courses offered through Macomb campus*
- g. *Number of courses offered through QC campus*
- h. *Number of courses offered through Online campus*

This information is currently unavailable and will be provided in a later update.

## 10. Number of new and revised academic programs

*Include the following:*

- a. *New major options (include audience for the program and aspect of mission served by the program)*
- b. *New minors (include audience for the program and aspect of mission served by the program)*
  - *No new minors.*
- c. *New certificates, emphases, or other (include audience and aspect of mission served)*
- **WIU MBA Offers New Marketing Concentration-** Western Illinois University will now offer a Marketing concentration in the Master of Business Administration (MBA) program, beginning in Fall 2023. Marketing strategy is critically important to firms, particularly in highly competitive markets, ensuring brand identity and strong customer relationships. In an increasingly globalized, competitive and technologically equipped business and consumer world where there is a need for strategic, market-based decision-making, it has become ever more critical. Students in the MBA program who concentrate on Marketing will gain a complementary set of industry-desired knowledge and skills for effective market-based

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

decision making. Students can select courses from several specialized areas, including mobile, marketing measurement, pricing, customer relationship management (CRM) and direct and interactive marketing and get exposure to the international marketing arena.

## **11. Eliminated academic programs**

*List eliminated majors, minors, other*

No programs eliminated.

## **12. Faculty activities**

*Include the following:*

*a. Achievements*

- **School of Management and Marketing faculty present at the National Business Educators Association** -On Wednesday, April 5, 2023, WIU School of Management & Marketing faculty, Dr. Honey Zimmerman and Michelle Howe, presented at the National Business Education Association annual conference in Kansas City, Missouri. Dr. Zimmerman presented "Supply Chain Management: What Educators Need to Know;" and Ms. Howe, Certified Professional Resume Writer, presented, "Current Trends in Resume Writing." Although both faculty members have presented at the state level to Illinois Business Educators Association, this is the first time WIU CBT faculty will be presenting at a national level to this organization with an audience of secondary (high school) and post-secondary (community college and university) educators and administrators. This type of engagement is critical for recruitment initiatives, as faculty are networking directly with high school and community college counselors.
- **Faculty First Friday Series Completed** – Under the guidance of Dr. Susan Stewart of the School of Management and Marketing, the Faculty First Friday Series was launched as a virtual speaker series focused on enhancing classroom engagement and scholarly activities. This is an initiative where ‘Faculty’ are placed 'First' on the first 'Friday' of each month. Speakers and topics included the following:
  - “Keeping Research Alive: A Priority Despite Conflicting Demands”  
Amy Hillman, Ph.D.  
Rusty Lyon Chair of Strategy, Professor of Management  
W. P. Carey School of Business, Arizona State University  
President of the Academy of Management
  - “Global Supply Chains: What Will the Post-COVID Era Bring?”  
Rob Handfield, Ph.D.  
Bank of America Distinguished Professor of Operations & Supply Chain Management  
Poole College of Management, North Carolina State University  
Director of the Supply Chain Resource Cooperative
  - “Actions Speak Louder Than Words: Competency Assessment Based Upon Student Behaviors and Outcomes While Playing Marketplace”  
Ernie Cadotte, Ph.D.  
Emeritus Professor of Innovative Learning/Marketing  
Haslam College of Business, The University of Tennessee  
Author of Marketplace Simulations

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

*b. Professional development*

- The Online Education Best Practices Committee a new committee was formed whose charge is to:
  - Continuously review industry best practices in remote delivery of business and technology related fields.
  - Design, implement, and maintain an audit process with the purpose of providing faculty a suggested benchmark against which they can measure their course design.
  - Disseminate best practice information to CBT faculty on a continuous basis.
  - Provide insight and serve in an advisory role to the Dean's Office in matters related to distance education.

Multiple committee members attend the *Hybrid and Online Learning Conference: Best Practices in Design and Delivery* sponsored by AACSB.

In addition, 4 representatives of the college were nominated to participate in the Applying the Quality Matters Rubrics (APPQMR) which focused on the underlying principles behind the QM Rubric and the critical elements of the QM quality assurance process. They will also learned about drafting helpful recommendations as they apply the Rubric to an actual course. They same representatives furthermore enrolled in the Designing Your Online Course (DYOC) where our representatives brought their online course to this workshop and get a framework for developing an online course plan. Participants in this course will also use a framework and explore the QM Rubric to design one module for their online course.

- **Faculty Industry Certification** - College of Business and Technology faculty member Dr. Honey Zimmerman completed the professional development and continued education necessary to recertify as a Certified Purchasing Manager (C.P.M.) and a Certified Professional in Supply Management (CPSM). Issued by the Institute for Supply Management (ISM), these globally recognized certifications are highly valued throughout the supply management industry. By recertifying, Dr. Zimmerman contributes to the mission of the College of Business and Technology by preparing students for professional careers in a global economy through relevant, innovative and applied education.
- **CBT Looks to Partner with Salesforce** – Multiple faculty and administrators successfully completed the Salesforce Associate certification to further develop an understanding of how micro-credentials may be embedded in curriculum. Salesforce is the world's #1 customer relationship management (CRM) platform that drives data driven decisions in marketing, sales, commerce, service and IT teams.

*c. Outreach and significant service*

- **Future Business Leaders of America**- Western Regional Conference -For over 25 years, the College of Business and Technology has hosted the Future Business Leaders of America (FBLA) regional conference at the WIU Macomb campus. This January, we welcomed 180 high school students from nine schools within the Western Illinois region. WIU professor, Dr. Honey Zimmerman led an interactive workshop titled "The Art of Networking". Immediately following the workshop, the FBLA students were able to put their newly-learned skills to the test by engaging in networking social with WIU faculty, students, and Admissions staff. Although WIU does officially sponsor the conference, we use this experience to welcome students to campus and promote WIU as a top choice for business education for future business leaders
- **Supply Chain Management Program Co-hosts “Night of Networking” in Quad Cities**-The WIU Supply Chain Management Student Association (SCMSA) and the Association for Supply Chain Management (ASCM) Quad Cities chapter co-hosted the "Night of Networking" event at WIU-QC in Moline, IL on March 29, 2023. The event, which includes networking, dinner, and a keynote

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

presentation, gives students an opportunity to meet and interact with supply chain professionals from the region, many of which are WIU alumni. The keynote speaker for the event was Brandon Morrison, Supply Base Manager from John Deere who shared his expertise relating to the supply chain impacts of Deere's focus on technology innovation.

- **School of Management and Marketing faculty present at the National Business Educators Association** -On Wednesday, April 5, 2023, WIU School of Management & Marketing faculty, Dr. Honey Zimmerman and Michelle Howe, presented at the National Business Education Association annual conference in Kansas City, Missouri. Dr. Zimmerman presented "Supply Chain Management: What Educators Need to Know;" and Ms. Howe, Certified Professional Resume Writer, presented, "Current Trends in Resume Writing." Although both faculty members have presented at the state level to Illinois Business Educators Association, this is the first time WIU CBT faculty will be presenting at a national level to this organization with an audience of secondary (high school) and post-secondary (community college and university) educators and administrators. This type of engagement is critical for recruitment initiatives, as faculty are networking directly with high school and community college counselors.
- **CBT Maintains Atlantis Partnership** - Atlantis is a Transatlantic Degree Program that provides students an opportunity to live and study in France, Sweden, and the U.S. and obtain 3 degrees in 4 years. Students save an entire year of educational expenses. WIU applies financial aid toward tuition, fees and other costs during their year overseas. Scholarships are also available through the Office of Study Abroad and Outreach. Mr. Donna Wiencek of the School of Management and Marketing serves a program coordinator for Western Illinois University.

*d. Research (books, articles, conference presentations, other)*

Through the TRIP Program described earlier in this document, the College of Business and Technology maintains tracking of quality publications that are referenced in the SCOPUS database. Since its inception, the faculty have produced the following scholarly activities that are financially supported by the college.

| Count of Last Update Date              | Column Labels                        |                                           | Grand Total |
|----------------------------------------|--------------------------------------|-------------------------------------------|-------------|
| Row Labels                             | Aspirational Impact<br>Journal Award | Impact Stipend<br>Basic Impact<br>Journal |             |
| <b>AFEDS</b>                           |                                      |                                           |             |
| Accounting                             |                                      | 1                                         | 1           |
| Decision Sciences                      | 1                                    |                                           | 1           |
| Economics                              | 5                                    |                                           | 5           |
| Finance                                | 1                                    |                                           | 1           |
| <b>Agriculture</b>                     |                                      |                                           |             |
| Agriculture                            | 4                                    |                                           | 4           |
| <b>Computer Science</b>                |                                      |                                           |             |
| Computer Science                       | 3                                    |                                           | 3           |
| Information Systems                    | 7                                    |                                           | 7           |
| <b>Engineering</b>                     |                                      |                                           |             |
| Engineering                            | 3                                    | 1                                         | 4           |
| <b>Management &amp; Marketing</b>      |                                      |                                           |             |
| Management & Human Resource Management | 5                                    |                                           | 5           |
| Marketing and Business Law             | 2                                    |                                           | 2           |
| SCM/Operations                         | 4                                    |                                           | 4           |
| <b>Grand Total</b>                     | <b>35</b>                            | <b>2</b>                                  | <b>37</b>   |

The mean CiteScore of the journals referenced is 3.7 and the mean SNIP score is 1.23.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

Due to Provost's Office: **May 24, 2023**

| Type of Award (All)                                              |                           |
|------------------------------------------------------------------|---------------------------|
| Are you requesting Conference Registration or and Impact Stipend |                           |
| Conference Registration                                          |                           |
| Row Labels                                                       | Count of Last Update Date |
| <b>AFEDS</b>                                                     |                           |
| Decision Sciences                                                | 5                         |
| Economics                                                        | 6                         |
| Finance                                                          | 2                         |
| <b>Agriculture</b>                                               |                           |
| Agriculture                                                      | 3                         |
| <b>Computer Science</b>                                          |                           |
| Computer Science                                                 | 1                         |
| <b>Engineering</b>                                               |                           |
| Engineering                                                      | 4                         |
| <b>Engineering Technology</b>                                    |                           |
| Instructional Design                                             | 2                         |
| <b>Management &amp; Marketing</b>                                |                           |
| Management & Human Resource Management                           | 6                         |
| Marketing and Business Law                                       | 1                         |
| SCM/Operations                                                   | 2                         |
| <b>Grand Total</b>                                               | <b>32</b>                 |

The College of Business and Technology funds conference registration up to \$300. In the case of new faculty, up to \$1,000 is provided to ensure the launch of a productive research stream.

### 13. Grant activities and external funding

- **\$750,000 National Science Foundation (NSF) Grant Awarded**-Drs. Blair McDonald (civil engineering) and Dave Hunter (engineering technology) have been awarded a \$750,000 National Science Foundation grant titled “Improving Career Readiness for Engineering Students Through a Mentored Living Learning Community”. Funds will be used to support the recruitment and retention of high-quality students supported by the formation of a Living and Learning Community focused around the engineering and technology programs. This grant represents a significant success as National Science Foundation grants are highly competitive.
- **EATON Corporation Donates Metrology Slab** – The Eaton Corporation donated a granite slab used in the Metrology Laboratory. Metrology is the study of measurement and the 12 foot by 3 foot by 1 foot slab weighing 7,000 pounds provides a stable base for sensitive measuring equipment. Due to its hardness and wear qualities, stiffness, and vibration dampening properties, the slab will be used as part of the prototyping laboratory in the Quad Cities to conduct layout of jigs and fixtures for manufacturing and to measure part dimensions consistency after fabrication.
- **2023 Ag Legacy Sale sets a new record** - The Ag Legacy held on April 18th, 2023 set a new record by grossing \$131,000 for this one-day, on-line auction to support expenses associated with WIU’s Livestock Judging team as well as other Animal Science related projects. The



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

Ag Legacy Sale had 215 different auction lots ranging from a hand-crafted bar to bull semen. Our alumni continue to support this sale either through donated items or purchasing items the day of the sale

- **Broad Band Ready Grant Updates** - The School of Computer Sciences and finishing up its obligations with the School of AFED and the Institute for Rural Affairs for the Broadband READY grant. Plans include purchasing additional Chromebooks with remaining funds and issuing them to partner libraries. We eagerly anticipate a formal decision on new funding that will allow us to extend the Chromebook lending program and the educational outreach events through a second year.
- **Secure and Trustworthy Cyberspace (SaTC) Grant Proposal** - Faculty from the School of Computer Sciences and from Carl Sandburg college submitted a proposal to the National Science Foundation's SaTC grant program. The proposal focuses on two of the educational criteria, including the support of collaboration between community colleges and four-year institutions, and to develop educational approaches or pathways to foster industry relevant skills. If approved, the grant will provide \$495,000 over three years to help identify and establish pathways for transfer into a four-year cybersecurity degree program, and to enhance our ability to deliver relevant educational experiences to remote learners.
- **Endowed Agriculture Scholarships** -Since the beginning of fall 2022 semester, the School of Agriculture has been very fortunate to have had three new endowed agriculture scholarships (Wright, Beckman, Whipps) to assist students with their financial needs. Our first diversity scholarship from the Chicago Farmers was awarded for the first time in the fall of 2022.
- **Agriculture Laboratory Supports Pennycress Research** - On October 1st, 2022, 435 lines of wild pennycress from around the world were planted on the university farm to be evaluated on their agronomic traits associated with environmental stress. This work is being supported through a United States Department of Energy grant to strengthen Pennycress plants for sustainable energy work. This work is being conducted by Dr. Win Phippen and his research team. His team has also assisted with planting 10,000 acres of gene edited Pennycress plants to support the 10 million USDA-NIFA grant that was awarded to Dr. Phippen in 2019 to investigate Pennycress as a new cash cover crop

#### **14. Value of programming**

*Explain how departments, programs, and other aspects of your College add value to the educational experiences of Western's students.*

The primary value proposition is best stated within the mission of the College of Business and Technology: "The College of Business & Technology prepares students for professional careers and lifelong learning in a globalized economy. We provide an innovative and applied education in business and technology that fosters the highest level of academic standards, integrity, and ethics among our constituents."

Consequently, the CBT strives to be a place of excellence for talented students, faculty, and staff. We will foster excellence through innovative, technology-focused programs. We will offer an array of learning opportunities for students. We have dedicated faculty who are excellent teachers and recognized professionally for their work. We engage in collaborative relationships with industry through joint technology development, sponsored programs, and applied research.

Our technology-driven, value added education designed to train tomorrow's business and technology leaders relies on:

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

- Experience based learning activities including internships, practicum, and projects.
- Industry aligned curricular learning outcomes with a focus on “career launch.”
- Embedded micro-certifications.
- Actively engaged faculty that supporting student facing initiatives and outcomes.
  
- **School of Computer Sciences Earns CAE-CD Designation** - Over the course of the past 18 months, the faculty of the School of Computer Sciences have worked towards certification of their cyber security program. Dr. Bintu George and his team's efforts resulted in a positive endorsement of the application and the School has earned the CAE-CD designation. The National Centers of Academic Excellence in Cybersecurity (NCAE-C) program is managed by NSA's National Cryptologic School. Federal partners include the Cybersecurity and Infrastructure Security Agency (CISA), the Federal Bureau of Investigation (FBI), the National Institute of Standards and Technology (NIST)/National Initiative on Cybersecurity Education (NICE), the National Science Foundation (NSF), the Department of Defense Office of the Chief Information Officer (DoD-CIO), and U.S. Cyber Command (USCYBERCOM).
  
- **Electrical and Civil Engineering Earn ABET Accreditation** - Through the dedicated efforts of Drs. Shin (Electrical Engineering) and McDonald (Civil Engineering), the supporting role of Dr. Ghimire (Civil Engineering), and the coordination/motivational efforts of Mr. Rafael Obregon, Interim Director of the School of Engineering and Technology, I am happy to convey the news that both the Electrical and Civil Engineering programs at Western Illinois University have earned ABET Accreditation. The addition of Electrical and Civil Engineering Programs to the already accredited Mechanical and General Engineering programs is a strong showing of what is possible with focused effort and motivation.
  
- 

## 15. Student success

*List the following:*

- a. *Student clubs and organizations in the College*
- b. *Results of any student surveys in your College, including surveys on student success, program development, student satisfaction, etc.*

- **WIU Livestock Judging Team Finishes Strong** - The 2022 WIU Livestock finished 3rd Place at the North American International Livestock Expo in Louisville, KY. Caleb Boden was high individual at this competition as well as the American Royal. It is extremely difficult to be high individual at a very prestigious event such as the NAILE, but two high individuals in one year is extremely rare.
- **Beta Alpha Psi Achieves Superior Merit** - The Macomb chapter of Beta Alpha Psi (BAP) is honored to be recognized again as a Superior Chapter for the 33rd consecutive year. Beta Alpha Psi is an International Honor Society for Accounting, Finance, and Information Systems students and is one of the most active student organizations among business majors. Membership is limited to the top students in these respective majors and throughout the year members engage in a dozen different professional activities, support the annual Meet the Firms Career Fair and Annual Accounting Challenge for regional high school and community college students, as well as participate in

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

community service events. The chapter has won regional professional competitions and had members selected for participation in national conventions and challenges. The continued recognition of this chapter places WIU's students among the most elite chapters

- **WIU Livestock Judging Team Receives 2nd place** - The WIU Livestock Judging Team received 2nd place overall team at the National Barrow Show in Austin, MN in September. WIU Livestock also claimed the Champion truckload and had the Champion Berkshire Gilt. Ten WIU agriculture students either competed in the livestock evaluation competition or showed WIU livestock at this event
- **Agriculture Students Compete at Professional Agriculture Students Conference** - Other Agriculture students competed at the National PAS (Professional Agriculture Students) Conference in Des Moines, IA. David Ramirez was the top public speaker, Luke Jesgarz was awarded 2nd place in the Agribusiness Administration employment interview, Clayton Walsh was awarded a third high finish in the crops competition, and Emma Lowe received 2nd high individual in the equine competition.
- **Student SHRM Chapters** - Western Illinois University's Society for Human Resource Management (SHRM) student chapters on the Macomb and Quad Cities campuses both received a 2021-22 Superior Merit Award designation from the national chapter of SHRM for providing excellent growth and development opportunities to student chapter members. The SHRM student chapter merit award program encourages the development of more effective student chapters and distinguishes outstanding activities and projects. Chapters are recognized based on chapter operations, chapter programming and professional development of members, support of the human resource profession and SHRM engagement.
- **Continued Weeds Team Success** - WIU's Weeds Team was awarded 3rd Place at the North Central Weed Science Society competition in Johnston, IA, which was sponsored by Corteva. WIU student Dustin Steinkamp placed third highest individual in the undergraduate competition. The WIU team competed against teams from the University of Illinois, North Dakota State University, Pennsylvania State University, Ohio State University, and the University of Nebraska. Two students in the School of Agriculture qualified to compete at the National PAS (Professional Agriculture Students) conference in Minneapolis, MN in the employment areas of Floriculture and Agricultural Education. Luke Jesgarz was the national winner in the Floriculture employment interview competition.
- **National Retail Federation conference**-Ms. Susan Creasey, Marketing Faculty, and Ms. Shania Manning, Human Resource Management Major, attended the 2023 National Retail Federation (NRF) Foundation Student Program, January 12-14 in New York City. The NRF Student Program gives students an opportunity to engage in experiential tours, learn from inspiring speakers, attend interactive breakout sessions, and gain invaluable executive mentoring and career recruiting opportunities. Creasey and Manning were among 1,057 students, 124 educators, 105 mentors, 41 speakers and 150 recruiters that attended the NRF Student Program this year. After attending the Student Program and Career Fair, Shania stated, " My biggest takeaway from this trip is to be aggressive about what you want. This conference gave me a push to go out there and create connections."
- **Illinois State Fair Success** – WIU School of Agriculture students earned several honors at the Illinois State Fair. Luke Jesgarz, senior Agriculture student, was earned the title of Overall Breeding Poultry Champion. Ashtin Guyer, senior Agriculture student, realized years of hard work through the sale of the Grand Champion Steer for \$105,000. The auction was won by first lady of Illinois M K Pritzger who outbid her husband, Governor J B Pritzger.
- **Women In Business Attend National Conference** - The Western Illinois Women in

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

Business student organization attended the 2022 Women Lead Change Conference in October. Women Lead Change is a premier leadership organization for women dedicated to the development, advancement and promotion of women in the workforce and beyond. Four WIU Business students attend the conference with Women in Business Advisor and Management and Marketing Instructor Michelle Howe.

- ----

*c. All new initiatives in the College regarding student success*

- **\$750,000 National Science Foundation (NSF) Grant Awarded**-Drs. Blair McDonald (civil engineering) and Dave Hunter (engineering technology) have been awarded a \$750,000 National Science Foundation grant titled “Improving Career Readiness for Engineering Students Through a Mentored Living Learning Community”. Funds will be used to support the recruitment and retention of high-quality students supported by the formation of a Living and Learning Community focused around the engineering and technology programs. This grant represents a significant success as National Science Foundation grants are highly competitive.
- **First Annual Analytics Everywhere** - The School of Accounting, Finance, Economics, & Decision Sciences (AFED) held the inaugural “Analytics is Everywhere” event, on November 2, on the Moline campus. The events were all designed to highlight the value of analytics to both current WIU students along with area high school and community college students, as a discipline and explore its integration across a variety of disciplines. Attendees participated in an overview and introductory luncheon followed by an excellent presentation by John Deere representatives regarding the use of Analytics across the company. The afternoon included simultaneous hands-on workshops focused on “Getting Started with Data Visualization” and “Data Analytics in Accounting & Finance”. Students then had an opportunity to engage with AFED faculty at the casual table fair & open house in the Riverfront atrium. Overall the event was a success with over 100 participants in the sessions. The School looks forward to building upon this launch with future events.
- **Meet the Firms Career Fair (Accounting, Finance, Business Analytics)** - September 14, 1:00pm to 4:00pm. - A unique career fair focused on students majoring in accountancy, finance, and information systems. Firm representatives host 30 minute group informational sessions and are able to meet with students 1 on 1 to discuss internship and job opportunities.
- **Supply Chain Day** - September 21, 2022 (All Day) - SCM Day is the primary networking and recruiting event for our SCM students and industry partners. This in-person event is hosted on the Macomb campus, and held prior to most companies making their hiring decisions regarding internship and employment for the following spring and summer.
- **School of Agriculture Open House** - September 16th at the university livestock center. Designed as a recruiting venue for prospective agriculture students, the event is sponsored by Priarieland FS.
- **School of Agriculture Alumni Panel** September 22nd in Stipes 121. The panel of Agriculture alumni will be on campus to discuss their careers in agriculture and talk with the students on how to properly interview for positions and how to develop powerful credentials
- **Launch of new Professional Development Series (ProChat)**-This spring, the College of Business and Technology launched a new professional development forum called the ProChat Series. A collaborative effort among the various student organizations housed within the two business schools, the twice weekly workshops are individually sponsored

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

and promoted by different CBT student organizations with the overall objective of enhancing student preparedness for internships and professional careers. Open to all students, the interactive workshops are led by content experts in areas such as networking, professional communication, financial literacy, and civic engagement to strengthen our students' business profile.

- **Supply Chain Management Students Complete Project Management Certification** - SCM graduate students enrolled in SCM 457-Project Management have earned the industry-recognized CAPM certification, or Certified Associate in Project Management, from the prestigious Project Management Institute (PMI). The CAPM designation is a strong differentiator for business students entering the job market. With support from industry partners, faculty aligned the curriculum of the SCM 457G: Project Management course at WIU with the essential skills necessary to earn this credential. The WIU Supply Chain Management Foundation received funding in 2021 to reimburse students for the exam fees encouraging greater participation in this valuable experience. Project Management is a required course for the SCM major, and is a popular elective within the Master of Business Administration (MBA) and Post-Baccalaureate Certificate in Supply Chain Management.
- **11th Annual Economics Day** - The School of Accounting, Finance, Economics, & Decision Sciences hosted the 11th annual Economics Day, Wednesday, October 26, on the Macomb campus. The day brought together nearly 150 WIU students from all disciplines, along with area high school students and educators, to learn more about current issues within the field and career opportunities. Events included interactive presentations and workshops, a keynote address on Pandemic Economics, and an engaging alumni panel. The day culminated with a lively school-wide open house on the "quad" behind Stipes Hall. Economics Day continues to serve as a signature event for the Economics program at WIU and provides excellent opportunities to serve the broader community while also promoting the value of the discipline across the campus
- **WIU MBA Partners with IMEG Corp-** WIU's online MBA program will serve as one of three national options for employees of the IMEG Corp interested in completing graduate business education with employer tuition assistance. The IMEG Corp headquartered in Rock Island, IL is a leading engineering design firm with over 2,200 employees working across 75 locations within the US and abroad. The WIU MBA program has been home for many regional employees seeking a graduate credential, but this new partnership places WIU in a position enhance employee education delivered to IMEG employees.
- **First Annual Analytics Everywhere** - The School of Accounting, Finance, Economics, & Decision Sciences (AFED) held the inaugural "Analytics is Everywhere" event, on November 2, on the Moline campus. The events were all designed to highlight the value of analytics to both current WIU students along with area high school and community college students, as a discipline and explore its integration across a variety of disciplines. Attendees participated in an overview and introductory luncheon followed by an excellent presentation by John Deere representatives regarding the use of Analytics across the company. The afternoon included simultaneous hands-on workshops focused on "Getting Started with Data Visualization" and "Data Analytics in Accounting & Finance". Students then had an opportunity to engage with AFED faculty at the casual table fair & open house in the Riverfront atrium. Overall the event was a success with over 100 participants in the sessions. The School looks forward to building upon this launch with future events.
- **WIU SCM Students Attend "Promat 2023" in Chicago-**On Wednesday, March 22, 2023, approximately 30 WIU students and faculty travelled to Chicago to participate in "Student Day at Promat 2023." This interactive event for college and high school students introduces students to best practices in the supply chain and distribution industry through



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

real-world discussions with industry experts, guided tours of the show floor, and networking with professionals to support their career growth. The highlight of the day is the guided tour of the Promat 2023 show floor, led by industry experts and the opportunity to meet with exhibiting companies who are seeking future employees. Along with gaining a real-world understanding of the products, services, and technologies that enable the supply chain, students will walk away feeling inspired and empowered with a broader network of professionals who can support their career goals.

- **WIU Accounting Student Chosen for "Project Run with It"** - Accounting major, Sara McGinnis, was one of only a handful of Beta Alpha Psi students chosen nationally to participate in the prestigious "Project Run with It" at this summer's national convention. 'Project Run with It' is an elite case competition in which Beta Alpha Psi students work in teams to develop solutions for a non-profit organization. Beta Alpha Psi is the premier honors organization for students in Accounting, Finance, and Business Analytics. The Macomb chapter is one of the most prestigious in the country and currently holds a 34-year streak for recognition as a superior chapter.

*d. All initiatives to support underrepresented student populations in your College*

- **Introduction to Cyber Security Approved as GenEd Option**- CSEC 101: Introduction to Cybersecurity was approved as a General Education course in the Human Well-Being category. This will bring wider exposure of critical cybersecurity issues to a much broader group of students, will heighten their awareness of risk, and will prepare them to be better-protected users of technology.
- **Business Student Welcome Event** - Students in the business disciplines attended a “Welcome” Ice Cream Social on lawn of Stipes Hall on August 25. Sponsored jointly by the School of AFED and the School of Management and Marketing, the event focused on peer social engagement among business students and faculty. Party games and contests increased participation.
- **CBT Faculty Board of Directors Authorize CBT DEIB Committee** – The committee formed and framed the CBT Diversity, Equity, Inclusion and Belonging Committee. As currently conceptualized, the committee would consist of faculty and student members that would serve to advise college leadership on fostering an environment that expands student and faculty facing DEIB initiatives.
- **CPA Project** -At the time of launch (2017), the program was the first of its kind throughout the country and was/is designed to assist minority students complete their degrees and pass the CPA examination. The initial project was underwritten through a grant by the American Institute of Certified Public Accountants. The College of Business and Technology under my leadership has maintained its support of this program and requested an additional \$12,000 in funding from industry partners to sponsor one student for one full year. An additional \$4,000 in funds from targeted contributions from industry partnerships has been received this year and will further support the ongoing mission of the CPA Project. To date, a total of \$44,412 has been raised for the CPA Program.
- **Accounting Program Continues NABA Chapter** -The School of AFED supports a student chapter of the National Association of Black Accountants (NABA). As a nonprofit membership association, NABA is dedicated to bridging the opportunity gap for black accounting and finance professionals by providing leadership and technical training, as well as networking and career opportunities. NABA has Student Chapters on more than 150 campuses across the Country. Each Student Chapter must be sponsored by a Professional Chapter and they offer special programs based on the unique needs of the students at that Chapter's college or university.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

- All searches have contained diversity, equity, and inclusion components and supported the CT Vivian Scholar process in several instances.

Click or tap here to enter text.

## **16. Alumni highlights**

*List notable highlights from College alumni.*

- **School of Agriculture Distinguished Ag Alumni Honored for Achievements** - On March 4th, 2023 eight distinguished alumni from the School of Agriculture were honored for their achievements in the agricultural industry. Alumni recognized at this event were Dr. Bill Henning (emeritus Animal Science faculty from Penn State University), Dr. Bill Johnson (Weed Science faculty at Purdue University), Rich Hollis (American AgCredit), Mike Thurow (Spectrum Technologies -CEO), Randy Bowman (Maschoffs), Jana Knupp (Associate Faculty – School of Agriculture @ WIU), Jon Althaus (emeritus faculty Lakeland Community College), David Erickson (past Vice-President Illinois Farm Bureau).
- **WIU Agriculture Education Alumni Honored** – Multiple Agriculture Education alumni were recognized as National Chapter finalists at 2022 National FFA Convention. for their leadership in assisting their students to achieve new heights this past year in their agriculture programs. These WIU alumni include:
  - Cambridge FFA: Trent Taber, a 2015 WIU graduate: Premier Chapter in Personal Growth
  - Eastland FFA : Cindy Feltmeyer, a 2009 WIU gr: Premier Chapter in Agriculture Literacy
  - Streator FFA : Riley Hintzsche, a 2014 WIU graduate: Model of Excellence Finalist
- ----
- **Brian Kibby**, Named Chief Executive Officer at Modern Campus - Modern Campus, an innovator driving Omni CMS and Destiny One, empowers higher education institutions to thrive when radical change is required to successfully respond to lower student enrollment and revenue, rising costs, crushing student debt and even school closures. Powered by the industry's leading "student first" modern learner engagement platform, presidents and provosts can create pathways for lifelong learning, while marketing and IT leaders can deliver Amazon-like personalization and instant fulfillment. Award-winning products and its customers' 19% average annual revenue growth have earned Modern Campus a 98% retention rate and a reputation for customer obsession.
- **Joe Creed** (named Ferguson Lecture) currently serves as group president of Caterpillar Inc., with responsibility for the Energy & transportation segment, which includes the Rail Division, Solar Turbines, Large Power Systems Division (LPSD), Industrial Power Systems Division (IPSD), Caterpillar Remanufacturing Division, Electric Power Division and Caterpillar Oil & Gas and Marine Division. Creed joined Caterpillar in 1997, and has held numerous positions of increasing responsibility across multiple divisions of Caterpillar. He was promoted to chief financial officer for Caterpillar's Energy & Transportation business segment in 2013, and promoted to vice president of Caterpillar's Finance Services Division in 2017. Creed also served as interim Chief Financial Officer for Caterpillar in 2018, and, most recently, as vice president of the Oil & Gas and Marine Division and the Electric Power Division.
- **Curtis A. "Curt" Morgan**, Chief Executive Officer - Since October 2016, Morgan has served in the roles of president and of chief executive officer of Vistra. During his 37-year career spanning nearly the entire spectrum of the energy complex, Morgan has held leadership responsibilities in nearly every major U.S. power market. Prior to joining Vistra, Morgan was an operating partner at Energy Capital Partners (ECP), a private equity firm focused on investing in energy infrastructure. He joined the firm in 2015 and was involved in all areas of the firm's investment activities and portfolio company operations.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

Prior to joining ECP, he served as the president and CEO of both EquiPower Resources Corp. and FirstLight Power Resources, Inc. He has also held leadership positions at NRG Energy, Mirant Corporation, Reliant Energy, and BP Amoco. Morgan serves on the board of directors of Vistra and Acropolis Infrastructure Acquisition Corp., and is currently chairman of the Electric Power Supply Association, the competitive power generation industry organization. He is also on the board of Comp-U-Dopt, a non-profit providing digital and technology access and education to underserved youth. Morgan has previously served on the boards of Summit Midstream and Prevent Child Abuse Georgia. A certified public accountant, Morgan received a bachelor's degree in accounting from Western Illinois University and a master's of business administration in finance and economics from the University of Chicago.

- **Scott Harris**, Case IH Global President - Harris has been with the company since 2006, first with CNH Industrial Capital and later as Northeast region sales manager for both agricultural and construction equipment. In 2007, he became senior director of sales and marketing for that division. His last role with CNH Industrial Capital was vice president of U.S. Financial Services and Operations. Harris then joined CNH Industrial Parts and Service in 2011, first as vice president of sales and marketing for North America and later the entire division in 2013. He became vice president of CASE Construction in 2016 and then vice president of Case IH North America in 2018. His strong leadership in North America has made a significant impact on the Case IH brand," said Derek Neilson, CNH Industrial president of agriculture. "As we look to the future, at both Case IH and the agriculture industry as a whole, we are excited for him to make his mark across the globe." As Case IH global president, Harris will lead the overall strategy for the brand with a strict focus on customer-centric brand building, brand marketing and communications, overall digital customer experience, and the Case IH solutions portfolio. He will coordinate activities with Case IH and CNH Industrial leadership across all regions.

## **17. Community and/or regional engagement from College:**

*List notable community and regional engagement activities.*

- **2+2 JWCC/WIU Agriculture-** A new 2+2 agreement was signed recently JWCC agriculture program that converted a 3+2 into a 2+2 program making articulation easier for JWCC agriculture majors to matriculate to Western Illinois University at the Macomb campus. Thanks to Ember Keithley (School of Agriculture academic advisor) and JWCC's agriculture instructor and WIU alum Mike Tenhouse in getting this agreement together and approved by both institutions.
- **Financial Literacy Month** - During the month of April, the School of Accounting, Finance, Economics, and Decision Sciences compiled a list of 3 financial literacy tips and partnered with WTAD radio in Quincy, IL. Mary Griffith shared them in a 'Tip of the Day' format on her morning show. The tips were presented 3 times each morning for a total of 90 individual press coverage points during the month.
- **Ag Expo held in March-**The Ag Expo is back this year, which converts Western Hall into an Ag Expo with 200+ vendors, which will be held March 4th and 5th. Along with the Ag Expo, "WIU Aggies" alumni group will be hosting an alumni event at the new Ice House in town on March 4th. The 51st Annual Bull Sale will be brought back to campus on March 10th, which attracts 100's of buyers from around the region. Co-advisers of the Ag Mechanization Club Dr. Dan Atherton and Jana Knupp have worked extremely hard on

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

establishing this community event.

- **Illinois Business Educators Association Attendance** - Two faculty members within the School of Management and Marketing, Dr. Honey Zimmerman and Ms. Michelle Howe, attended the Illinois Business Education Association (IBEA) annual conference in Springfield, IL on November 3. The conference hosts a variety of high school and post-secondary business educators across the state engaging in professional development activities. Connecting with high school teachers and counselors is an integral part of our recruitment strategy within the CBT. For this event, Ms. Howe was a conference presenter and showcased her knowledge as a Certified Professional Resume Writer assisting teachers with curricular content that may be used in their classes. Dr. Zimmerman represented the College of Business and Technology connecting with educators and counselors to provide information about CBT programs, open houses, and various student engagement activities available throughout the year.
- **Cybersecurity Month** - During the month of October, the School of Computer Sciences participated in activities for Cybersecurity Month. In conjunction with the CBT Dean's Office and uTech, a list of 31 cybersecurity tips was created for WTAD radio in Quincy, IL. Mary Griffith shared them in a 'Tip of the Day' format on her morning show. Ms. Griffith also did an interview segment with Greg Kain, uTech CIO
- **Data Fest Event Held on QC Campus** - The School of Accounting, Finance, Economics, and Decision Sciences hosted its second annual Data Fest on WIU's Moline campus, April 14 - 16. This hybrid event brought together 15 teams of college students to test their data analytics skills. Students were tasked to use cutting-edge textual analytics methods to analyze survey data from the American Bar Association. WIU's competition was part of the broader, national DataFest series, sponsored by the American Statistical Association. Following an intense weekend of data cleaning, preparation, and analysis teams then presented their insights to a panel of 7 industry judges from the Quad-Cities region.
- **Future Business Leaders of America- Western Regional Conference** -For over 25 years, the College of Business and Technology has hosted the Future Business Leaders of America (FBLA) regional conference at the WIU Macomb campus. This January, we welcomed 180 high school students from nine schools within the Western Illinois region. WIU professor, Dr. Honey Zimmerman led an interactive workshop titled "The Art of Networking". Immediately following the workshop, the FBLA students were able to put their newly-learned skills to the test by engaging in networking social with WIU faculty, students, and Admissions staff. Although WIU does officially sponsor the conference, we use this experience to welcome students to campus and promote WIU as a top choice for business education for future business leaders.
- **Expansion of CEO Dual Credit Opportunities**-The College of Business and Technology continues to strengthen its partnership with the Creating Entrepreneurial Opportunities (CEO) program. The CEO program is a year-long experience for high school students interested in entrepreneurship. The program partners with area businesses providing students with opportunities to learn critical aspects of starting and running their own businesses. Many WIU faculty and staff members serve as presenters, mentors and board members for the CEO program. Fall 2022 we welcomed the first cohort of McDonough County CEO students to WIU through creation of a dual enrollment credit course (MGT 125). This spring we expanded our offering to two additional CEO programs. Both Brown-Schuyler County CEO and Central Illinois CEO programs have students enrolled in MGT 125 this semester.
- **School of Engineering Recruits Through the Dirksen Technology Exhibit** - Approximately 70 participants from area high schools explored and learned about different degree programs and careers in a variety of fields, including Engineering, Construction Management, Engineering Technology and Instructional Design and Technology on both the Macomb and Quad Cities campus. In addition, students experienced interactive tours of campus and participated in interactive activities related to these critical STEM related fields.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2021–2022**

**Due to Provost's Office: May 24, 2023**

- Events like these, along with Discover Western, represent direct recruiting actions.
- **Cyber Summer Camp Planning for the Future** - Representatives from the School of Computer Sciences have submitted a proposal to host a GenCyber Student Summer Camp in the summer of 2024. The purpose of the GenCyber camp is to provide knowledge and experience in cybersecurity to secondary school students. Participants learn about educational and career opportunities as well. We are specifically reaching out to female students for the initial offering; future planning includes a GenCyber camp for secondary school teachers as well.
  - **SCM ConNEXT conference launched for high school students** - The WIU Supply Chain Management program, in partnership with Black Hawk College, launched the inaugural SCM ConNEXT conference on the Quad Cities campus on Friday, May 5. Aimed at regional high school students, SCM ConNEXT connects the next generation to their potential future careers in Supply Chain Management by providing opportunities to explore the high-paying, in-demand careers in supply chain management and logistics. Throughout the day, students rotated through a series of breakout sessions, each led by a panel of industry professionals, to learn about career paths in sourcing & procurement, manufacturing & operations, distribution, and transportation.
  - **Makerspace, Moline, continues to produce varied promotional gadgets for WIU “customers” and city/regional businesses.** The Makerspace has produced promotional items, like key chains and WIU banners, used in Discover Western and recruiting events. Also, custom made parts have been 3D Printed for diverse external customers. Engineering and Engineering Technology students take advantage of the Makerspace to consolidate elements of their Senior Design projects.

## 18. Conclusion

Click or tap here to enter text.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Accounting, Finance, Economics, & Decision Sciences (AFED)**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

The WIU School of Accounting, Finance, Economics, & Decision Sciences provides a collegial student - centered environment for domestic and international undergraduate and masters level students who seek challenging academic programs. We emphasize academic excellence, educational opportunity, professional and personal growth, and social responsibility as evidenced by a commitment to diversity and an inclusive community, and ethical and professional conduct. The School's faculty engage in teaching, mentoring, and scholarship that support the development of outstanding graduates who demonstrate the knowledge, skills, and competencies necessary to enter the quantitative business professions and to meet future career challenges.

**2. Degrees offered in Department/School:**

B.A. Economics  
B.B. Accountancy  
B.B. Business Analytics  
B.B. Economics  
B.B. Finance  
PBC Business Analytics  
Masters of Accountancy  
M.S. Applied Statistics & Decision Analytics (ASDA)  
M.S. Quantitative Economics

**3. List specific recruitment and retention activities:**

- Discover Western Table Fairs and Major Sessions with followup contacts after each meeting
- Met with visiting prospective students and included existing students in the meetings
- Hosted 3 Fall "Open House" events that provided information about each undergraduate major in an interactive event and then followed up with all students that visited.
- Emails to all prospective undergraduate and graduate students about department events, scholarships, and assistantship opportunities.
- Emailed all senior undergraduate majors about bridge and graduate opportunities within the department
- Utilized a social media management platform, Hootsuite, to increase social media engagement.
- Incentivized current students to connect with us via social media to increase our online presence to others in their social networks.
- Finance faculty member presented financial literacy information to a school conference in Rushville
- Coordinated with M&M regarding recruitment at NBEA/IBEA/IACTE teachers' conferences
- Assisted University Admissions with recruitin events in the Chicago suburbs
- Participated in WIUs semesterly Grad fair to promote department's graduate programs
- \*Hosted a DataFest competition, with an inperson element for the first time, that specifically targeted undergraduate students at regional schools and promoted our graduate programs
- \*Held two "Analytics is Everywhere" events in the QC that specifically incorporated area high-school/community college students.
- Hosted the annual Accounting challenge (on the Macomb campus) that specifically recruits area high school students and offers scholarships to competition winners.
- \*Expanded the ACCT/FIN/ECON/DS 197 curriculum to specifically address critical issues in retention Topics included academic integrity, advising, scholarships/financial aid, student group engagement, degree information, career options, and 1:1 meetings with instructor/department chair.
- Continued to offer in-person and virtual tutoring to all AFED undergrads enrolled in principles and business core courses (ACCT 201, 202, 307, FIN 301, 311, 331, ECON 100, 231, 232, and DS 303).
- \*Developed a plan of study with the Atlantis program to include economics among the potential degrees students can earn.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**4. List student learning outcomes for majors:**

BB Accountancy

- Graduates will demonstrate the *technical accounting knowledge* required for an entry-level position in the field of accountancy, which will provide a foundation for lifelong learning.
- Students will possess the technical knowledge and skills in cost/management accounting needed for an entry-level position in accounting.
- Students will possess the technical knowledge and skills in tax accounting needed for an entry-level position in accounting.
- Students will possess the technical knowledge and skills in accounting information systems needed for an entry-level position in accounting.
- Students will possess the technical knowledge and skills in auditing needed for an entry-level position in accounting.
- Students will possess the technical knowledge and skills in international accounting needed for an entry-level position in accounting.

BB Business Analytics

- Demonstrate the ability to perform statistical operations with key industry software
- Evaluate and inspect data sets and prepare them for analysis, including “big data”
- Assess and prepare different methods for visualization of business data
- Differentiate and apply various data mining, modeling, optimization, and forecasting techniques
- Analyze and interpret statistical results and effectively report them in everyday language.

BB/BA Economics

- Identify and model various determinants of demand and supply
- Calculate various measures of short-run cost, revenue, and profitability in analyzing markets
- Describe the role of the Federal Reserve and evaluate their monetary policy options
- Calculate and interpret real and nominal economic indicators including GDP, inflation, and unemployment

BB Finance

- The student should understand and be able to implement concepts related to real estate.
- The student should understand and be able to implement concepts related to corporate finance.
- The student should understand and be able to implement concepts related to financial institutions.
- The student should understand and be able to implement concepts related to risk management.
- The student should understand and be able to implement concepts related to investments.

PBC Business Analytics

- Demonstrate the ability to perform statistical operations with key industry software, such as SAS or R.
- Evaluate and inspect large data sets and prepare them for analysis
- Assess and prepare different methods of data visualization
- Estimate and interpret forecasting models.
- Analyze statistical results and report them in everyday language.

Master of Accountancy

- Graduates will possess the technical accounting knowledge needed to serve as a foundation for life-long career learning.
- Graduates will possess the critical thinking and analytical skills needed to solve business problems.
- Graduates will recognize the ethical dimensions of behavioral choices made in business contexts.
- Graduates will be able to effectively communicate in accounting/business contexts.
- Graduates will locate relevant, technical accounting information and use that information to craft and communicate well reasoned solutions to accounting/business problems.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

MS ASDA

- Solve statistical problems using mathematics techniques including questions regarding sampling, probability theory, and hypothesis testing
- Identify and employ appropriate ANOVA techniques
- Identify and employ appropriate regression models for a variety of applications
- Evaluate and inspect large data sets and prepare them for analysis using key industry software, such as SAS or R.
- Analyze statistical results and report them in everyday language.

MS Quantitative Economics

- demonstrate understanding of fundamental concepts of microeconomic theory (e.g. supply and demand, market structure)
- demonstrate understanding of fundamental concepts of macroeconomic theory (e.g. measurement, business cycle theory, economic growth, monetary and fiscal policy)
- demonstrate knowledge of the mathematical and statistical tools used in economic research
- interpret econometric data
- communicate effectively both in writing and in presentation

## **5. Describe Department/School strengths:**

- Active ties to industry and alumni: the School maintains a close relationship with its advisory board members and uses them to help ensure curriculum stays industry relevant and connect our students to opportunities. We expanded our advisory board membership to increase diversity and representation among the career paths for our students. Our industry partners frequently come back and present to our student groups and participate in special School programming.
- Engaged Student Groups: AFED has a wide variety of student groups that cater to diverse needs. These groups include 2 chapters of Beta Alpha Psi, SCIMA, NABA, AESA, Finance Club and Society of Accountancy. These groups have a history of hosting high-profile and successful events that provide essential experiential learning opportunities for our students. Beta Alpha Psi has been nationally recognized as a superior chapter for 33 years consecutively.
- Commitment to Scholarly Activity: The AFED faculty have a strong track record of scholarly production. The faculty are regularly publishing in reputable peer reviewed journals and often collaborate with graduate students in their research efforts. In the last year we had at least 2 manuscripts published with graduate students in peer reviewed journals and a handful presented at national conferences. Faculty have also published this year in some of the most prestigious journals within their disciplines.
- Steady growth in graduate programs: The ASDA program has continued to exceed growth projections and is currently at over 170 students. QEconomics has increased from 20 to about 30 students. The MAcc program received its reclassification as a STEM program which will likely yield further increases in its growth as it will now appeal more to international students.

## **6. Describe Department/School challenges:**

Faculty morale

Excessively large graduate classes in the ASDA program and frustrations in teaching mixed format classes (Livestream), coupled with behavior and academic integrity issues have significantly hampered faculty morale. It has also made it difficult to increase the amount of faculty-student engagement. Although our overall staffing has improved, there are still challenges in classroom management to overcome so that students and faculty can have better learning



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

experiences.

Student engagement and participation:

Although AFED has a wide variety of student groups, overall participation by students is declining. We are struggling to encourage students to actively engage in the opportunities. After careful evaluation, it appears that two fundamental issues include (1) a largely online/working audience that doesn't value extra-curricular activities as much and (2) student challenges in time management and difficulties navigating these types of activities.

Recruitment strategy:

With high student-faculty ratios and minimal administrative resources, the school has struggled to update and/or obtain recruiting materials. The department tries to host and participate in recruitment events but struggles to get access to area teachers, prospective student emails “bounce back” at an alarmingly high rate, afford recruitment materials, or even get information on consistent recruitment messaging from the broader university. Our department recruitment strategy and deployment needs to be more consistent and efficient.

**7. Identify opportunities for your Department/School in the short term:**

Grow the licensure preparation programs:

The accounting program has fully deployed their licensure review courses (EA, CPA, CMA) and has started helping students work through them. We need to now begin actively marketing these and increasing access to them. This would include reaching out to alumni that may still need help with their licensing, students at other schools without such opportunities, and even to our own students.

Grow our DataFest/Business Analytics presence:

This year we hosted the first in-person DataFest activities and will continue to grow that program next year. However we would like to add a case competition to the series in the fall semesters. The Iowa competition often leaves a void that we feel that we can step in and fill in the region. We have developed some critical relationships with QC industry professionals that we can leverage in this effort.

Expand the Accounting challenge to include other business disciplines:

The accounting challenge struggles to find accounting specific teachers in the region with which to recruit for this event. By expanding to other quantitative business disciplines we will hopefully be able to increase participation from regional 9-12 schools.

**8. 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. Increase advisory board engagement in all disciplines
2. Finalize feasibility study for PBC in Behavioral Economics
3. Complete feasibility study for PBC in Financial Planning
4. Increase student engagement in department sponsored organizations
5. Increase recruitment efforts among K-12 and community college educators and students

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

6. Increase communications with alumni and external constituents
7. Increase opportunities for faculty to improve their classroom experiences and scholarly activities

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

1. We will host at least 2 full advisory board meetings next year with purposeful invitations to board members to special department programming (i.e. Accounting members to participate in the Accounting challenge, etc).
2. This is binary, completed or not.
3. This is binary, completed or not. We were unsuccessful this last year but it remains a high priority and needs to be acted upon.
4. We will continue to track participation in events via Leatherneck link and work to improve how we communicate these events to students. We hope to increase total participation by at least 10% and see membership in all AFED groups increase by 10%.
5. We will participate in at least 4 teacher conferences next year and visit at least 10 school classrooms next year. We will also finish developing our school database to make communication efforts easier and more efficient.
6. We will go back to the annual alumni employment surveys and work on improving our internal alumni tracking (necessary for our AACSB accreditation). We will also finally finish the annual newsletter for alums, donors, and other critical external constituents.
7. Coordinate opportunities for faculty to upskill with regards to technology, classroom management, etc. These will include regular brown-bag lunch discussions, promoting CITR activities, and workshops.

**10. List major faculty and staff achievements:**

1. AFED faculty published a total of 18 peer-reviewed journal articles.
2. AFED faculty gave a total of 25 peer reviewed conference presentations at national conferences.
3. Drs. Hongbok Lee, Zhiqiang Yan, and Soon Suk Yoon received “Best in Track” recognition for their presentations at the Academy of Finance conference.
4. Ms. Amy Ford consulted as a Gleim publications reviewer and contributor. She was featured in a national Finance magazine for her work on the CMA and Gleim review materials.
5. Dr. Jobu Babin was named the 2022-2024 Cecil P. McDonough Endowed Professor
6. Dr. Shankar Ghimire and his team renewed their \$50,000 grant from the Illinois Department of Commerce and Economic Opportunity (Broadband Ready)
7. Dr. Bret Bogenschneider received his Enrolled Agent (EA) license and expanded the scope of operations for the QC Vita Grant.

**11. List major student achievements and recognitions:**

1. 10 students received IMA scholarships to prepare for CMA licensure. This sets a new record for our program!
2. WIU served as a host-site for both a virtual and in-person DataFest competition. Several teams from WIU joined other regional schools in the competition.
3. Beta Alpha Psi received superior chapter status for the 33<sup>rd</sup> consecutive year
4. Lauren Hall (Beta Alpha Psi) was chosen to compete nationally in the “Project Run with It” competition.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**12. List alumni activities:**

1. Last year's CPA project scholar completed his full CPA licensure exams, 4 other students finished their CPA licenses. At least 1 finished half of her exams.
2. 1 known alumni completed his CMA license.
3. 2 MS QEconomist students published their grad student research in peer-reviewed journals.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **School of Agriculture**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

The School of Agriculture at Western Illinois University cultivates leaders of agriculture, by providing exceptional education in diverse agricultural disciplines. We accomplish this by teaching scientific theory, engaging students in practical experiences, conducting research, and participating in service and outreach activities.

**2. Degrees offered in Department/School:**

B.S. in Agriculture

**3. List specific recruitment and retention activities:**

- Recruitment: Department specific Open House (spring & fall semesters) for prospective students (Ag Vocators)
- Retention: School of Agriculture LLC (Had a dinner guest on a three-week interval throughout the academic year)
- Retention: Establish a mentor program in our Agri 120 course (freshmen orientation course). Each freshmen was paired with an agriculture alum.
- Recruitment: Hosted Section 11 FFA Agronomy contest (Agronomy Club)
- Recruitment: Hosted a Beef, Swine, and Sheep show for junior exhibitors (Hoof-n-Horn)
- Recruitment: Hosted Ag Mechanics/Horticulture invitational FFA contest (Ag Mech Club/CFFA)
- Retention: Started a new Pre-Vet student club
- Recruitment: Department hosted “Ground Zero” conference, which is an Illinois FFA Association leadership conference
- Recruitment: Had a booth at Martin Tractor “Proving Grounds” event as well as had 3 faculty and support staff speak at this event
- Recruitment: Hosted FFA/4H livestock judging invitational contest (Hoof-n-Horn)
- Recruitment: Attended the National FFA Convention (Ag Vocators)
- Recruitment: Attended the Illinois FFA Convention (Ag Vocators)
- Recruitment: Attended the Iowa FFA Convention (Ag Vocators)
- Recruitment: Attended the Missouri FFA Convention (Ag Vocators)
- Retention: Hosted a Back-to-School event in September and January (Ag Council)
- Recruitment: Trees and Tacos Arboricultural Career Fair
- Recruitment: Numerous high school and community college visits (Ag Vocators)

**4. List student learning outcomes for majors:**

**Learning Objective #1 – Students will demonstrate interpersonal skills relevant to industry and employer needs.**

**Learning Objective #2 – Students will demonstrate the ability to problem solve, using critical thinking, analytical techniques, and integration of functional area concepts.**

**Learning Objective #3 – Students will demonstrate awareness of new technologies and their ability to use existing technologies relevant to production agriculture.**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**Learning Objective #4 – Students will demonstrate their possession of written skills relevant to industry and employer needs.**

**5. Describe Department/School strengths:**

- Student retention (93%)
- Recruitment efforts and engagement (Departmental Open Houses established in 2003)
- Social media presence (Facebook, Twitter, and Instagram account, plus a blog)
- Student Involvement (clubs, competitions, research, community service, philanthropic activities)
- Instructional expertise and excellence (numerous faculty awards)
- Placement of graduates in careers associated with their degree program (80% of our graduates are placed at the time of graduation)
- Placement of graduates in prestigious institutions to earn advanced degrees (Michigan State, Iowa State, Texas A&M, Texas Tech, Virginia Tech, Purdue, etc.)
- Use of Agriculture Field Laboratory for student experiential learning (labs, internships, research projects, etc.)
- Faculty collaboration (research start-up funds, research grants, research projects, etc.)
- Grant writing and securing external funds (one of the top departments institutionally)
- Departmental outreach by both faculty and students (annual field days and club events)
- School of Agriculture Career Fair (50+ vendors every year)
- Fundraising (Ag Legacy Sale, Banner Drive, Foundation Drive, etc.)
- Alumni support and engagement (Agriculture Alumni group, freshmen mentor program, guest speakers, 100<sup>th</sup> year anniversary event, alumni events, etc.)
- Making improvements at the AFL (Agricultural Field Laboratory) through the purchase of new equipment, upgrading facilities, and improving on the overall aesthetics of the farm
- Active engaged School of Agriculture Advisory Board (12 members)

**6. Describe Department/School challenges:**

- Need for flexibility with ACE assignments (research, grant writing, and other novel activities that enhance WIU)
- Devaluing effect of tutored study (faculty time is not respected and/or student tuition is short-changed)
- Need for adequate operational funding
- Need for updates/replacement of aging laboratory and farm facilities and antiquated equipment
- Adequate time to produce scholarly work for faculty carrying overloads
- Struggling to meet the needs of students, due to the lack of faculty
- Development of additional student scholarships within the school
- 28 hour work week for student labor during summer months, which hinders faculty ability to write grants that support student labor with limited, mandated working hours for students, plus mandated hourly rates paid to students

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**7. Identify opportunities for your Department/School in the short term:**

- The use of alumni to assist in recruiting and mentorship
- Use our alumni to assist in developmental activities
- Use developmental activities to assist the department in upgrades and renovation projects
- Continue to make curricular revisions to reflect industry advances
- The continuation of grant writing to support departmental research programs
- The continuation of outreach programs to support departmental research programs and showcase student organizations
- The continuation of alumni events
- The continuation of honoring “Distinguished Alumni” each year

**8. 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.**

Each year, our academic unit revises its strategic plan from the previous year. Below are the 7 goals we have been steadfast on trying to achieve for several years. It gives us targets to hit and outlines our plans for the year.

- 1) To grow enrollment with an ultimate target of 300 majors.
- 2) To hire and retain quality faculty and staff to sustain advancements in enrollment.
- 3) To actively recruit high quality students that embody our vision, mission, and slogan.
- 4) To advance our social media presence for recruitment purposes and to showcase our achievements, activities, and advancements.
- 5) To constantly improve and maintain agricultural field lab facilities as well as classroom technology.
- 6) To connect with Alumni and grow Foundation base.
- 7) To advance our curriculum to keep pace with our vision, mission, and slogan.

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

- 1) To grow enrollment with an ultimate target of 300 majors.
  - \* increase out-of-state recruiting opportunities
  - \* increase recruiting opportunities within a 100 mile radius of campus
- 2) To hire and retain quality faculty and staff to sustain advancements in enrollment.
  - \* hire a quality faculty member for the Agronomy/Crop Science position
- 3) To actively recruit high quality students that embody our vision, mission, and slogan.
  - \* increase departmental scholarships
  - \* continue to showcase our students talents through competing in state, regional, and national competitions
  - \* increase the number of students who receive academic honors
- 4) To advance our social media presence for recruitment purposes and to showcase our achievements, activities, and advancements.
  - \* increase the numbers in our social media accounts (Facebook, Instagram, Twitter)
  - \* continue to utilize student blog posts to support recruitment efforts
- 5) To constantly improve and maintain agricultural field lab facilities as well as classroom technology.
  - \* submit external funding proposals to support improvements
  - \* conduct annual walk-thru with Facilities Management each year
  - \* continue to write grants to utilize indirect funds to support improvements



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- 6) To connect with Alumni and grow Foundation base.
  - \* utilize alumni to grow developmental activities
  - \* honor distinguished alumni each year
  - \* plan and conduct alumni events each year
- 7) To advance our curriculum to keep pace with our vision, mission, and slogan.
  - \* make revisions to curriculum to remain relevant with industry demands

**10. List major faculty and staff achievements:**

Publications:

- Forcella F., Z.M. Portman, S.S. Wells, W. Perry, R. Gesch, C. Hoerning, T. Wesley, and W.B.Phippen. 2023. Abundance and diversity of bees visiting flowering pennycress, a new oilseed crop in the midwestern USA. *The Great Lakes Entomologist*. (In Review)
- Phippen W. B., R. Rhykerd, J. C. Sedbrook, C. Handel, and S. Csonka. 2022. From Farm to Flight: CoverCress as a Low Carbon Intensity Cash Cover Crop for Sustainable Aviation Fuel Production. A Review of Progress Towards Commercialization. *Frontiers in Energy Research* 10:1-11. Doi: 10.3389/fenrg.2022.793776
- University of Wisconsin-Madison Extension Service Fact Sheet: “Blind Cultivation for Early Season Weed Control in Organic Grains” Joel Gruver<sup>1</sup>, Claire Stedden<sup>2</sup>, Léa Vereecke<sup>3</sup>, Erin Silva<sup>4</sup> 1/15/23
- Bruno V Miranda, Brent Ross, Jason Franken, Miguel Gómez (2022) “Plural forms and differentiation strategies in the agri-food sector: Evidence from the US wine industry” *Agribusiness* 2022
- Jason RV Franken, Michael L Cook, Joost ME Pennings (2022) “Producer risk aversion and participation in agricultural cooperatives” *Journal of Co-operative Organization and Management* 10 (2), 100171, 2022
- Justin G Gardner, Jason RV Franken, Maria A Boerngen (2022) A RESEARCH AGENDA FOR COOPERATIVES
- Jason Franken, Jasper Grashuis (2023) “New generation cooperatives: what we know and need to learn” *Handbook of Research on Cooperatives and Mutuals*, 83-99, 2023
- Oliveira MC, Jhala AJ, Bernardis ML, Proctor C, Stepanovic S, Werle R (2022) Palmer amaranth (*Amaranthus palmeri*) adaptation to US Midwest agroecosystems. *Front. Agron.* 25 May 2022. <https://doi.org/10.3389/fagro.2022.887629>.
- Landau CA, Bernardis ML, Hager AG, Williams MM (2022) Significance of application timing, formulation, and cytochrome P450 genotypic class on sweet corn response to dicamba. *Weed Sci.* 70:167-173. DOI: 10.1017/wsc.2022.5

Grants:

- Department of Energy (DOE) and Office of Energy Efficiency and Renewable Energy (EERE), Reducing Agricultural Carbon Intensity Grants. “Climate-smart production of low carbon intensity grain and residues from corn, soybean and pennycress crops.” Letter of intent submitted \$4.5 M. Collaboration with Ohio State University. (Phippen)

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Department of Energy (DOE) and Office of Energy Efficiency and Renewable Energy (EERE), Reducing Agricultural Carbon Intensity Grants. “Designing Climate-Smart Roots for a Carbon-Smart Bio-economy,” Letter of intent submitted \$3 M. Collaboration with Pacific Northwest National Laboratory. (Phippen)
- Fall 2022 NREC research proposal, sustainable pennycress production, \$25,160. Role Co-PI. Approved. (Phippen)
- Spring 2023 NREC Grant to study the integration of livestock grazing into a corn-soybean cropping system for better profitability and reduce nutrient loss \$84,000 – Approved (Andrango, Bernards, Gruver, Trennepohl)
- “Soybean planting date study following CoverCress”, Private Industry grant, \$3,000, Role: PD (Phippen)
- “Indigo seed germination and pollination studies”, Private Industry grant, \$5,000, Role: PD (Phippen)
- United States Department of Agriculture (USDA) “Bio-intensified field crop rotations in the upper Mid-west: Quantifying effects upon pest management and yield” Grant awarded to Purdue University for \$205,175.00 (Gruver sub PI)
- Baker, A. J. (2022) “Growing Agricultural Science Teachers (GAST) Grant” Sponsored by ISBE. The proposal was awarded \$40,000 to assist in recruitment and retention of Agricultural Education majors at Western Illinois University. Awarded August, 2022 for FY 23
- Baker, A. J. (2022) “ISBE Incentive Grant” Sponsored by the Facilitating Coordination for Agriculture Education. The program was awarded \$17,343 to promote the Agricultural Education Program at Western Illinois University. Awarded August, 2022 for FY 23.
- Trennepohl (2022) I-BELIEF Program with University of Illinois: Urbana-Champaign. Source: USDA AFRI Program: Undergraduate Research and Extension Experiential Learning Fellowship. Total award - \$749,497; WIU Subcontract - \$70,809.
- Trennepohl (2022) Illinois Beef Association, Identifying factors that increase sale prices of seedstock cattle on an online sale platform. (unfunded)
- Bernards M (2022) Weed science research projects administered through WIU Office of Sponsored Projects. *Funding agencies:* Bayer CropScience, IPREFER. *Total amount:* \$66,375

Presentations:

- Carlock HG, Bernards ML, Wesley TL, Phippen WB (2022) Intercropping soybean and corn into golden pennycress (*Thlaspi arvense*). [Abstract] ASA, CSSA, SSSA International Annual Meeting, Baltimore, MD. ASA, CSSA, SSSA International Annual Meeting, Baltimore, MD. <https://scisoc.confex.com/scisoc/2022am/meetingapp.cgi/Paper/144173>.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Duarte CJ, Heaton BS, Bernards ML (2022) Golden pennycress response to simulated carryover of Group 14 soybean herbicides. North Central Weed Science Society Proceedings 77:76.
- Bernards ML, Heaton BS (2022) Fitting pennycress grown as a cash cover crop into a corn and soybean rotation – herbicide considerations. North Central Weed Science Society Proceedings 77:192.
- Heaton BS, Wesley TL, Phippen WB, Bernards ML (2023) Intercropping Soybean and Corn into the new winter oilseed crop Golden Pennycress (*Thlaspi arvense*) Weed Science Society of America Proceedings 63:58
- Bernards ML, Heaton BS (2023) Introducing Golden Pennycress (*Thlaspi arvense*) into the corn-soybean rotation. Weed Science Society of America Proceedings 63:327
- Bernards ML (2023) Undergraduate Research Experience - From Proposal to Poster Presentation in AGRN 479 Weed Science. Weed Science Society of America Proceedings 63:103

**11. List major student achievements and recognitions:**

- Cody Cornell BOT student representative (2 terms)
- Kinsey Tiemann Fall Commencement speaker
- Qualified 8 students for the National Professional Agriculture Students (PAS) conference in Iowa. David Ramirez (1<sup>st</sup> Place Prepared Public Speaking), Luke Jesgarz (2<sup>nd</sup> Place Employment Interview Ag Business Administration), Clayton Walsh (3<sup>rd</sup> Place Overall in Soils), Emma Lowe (2<sup>nd</sup> Place Overall in Equine Specialist)
- Livestock Judging Team finishes 3<sup>rd</sup> at the North America International Livestock Exposition with Caleb Boden as high individual at this event
- Ashtin Guyer matched an Illinois State Fair record for the highest selling steer at \$105,000
- Dustin Steinkamp was high individual in the Crops competition at the Students of Agronomy, Soils, and Environment Sciences (SASES) competition along with Aliva Lantz received 2<sup>nd</sup> place in the speech competition. 10 WIU students competed in this event.
- Jeb Schwager was 2nd place in the undergraduate oral presentation competition at the Midwest Animal Science Meetings
- Dustin Steinkamp earned the 3rd place high individual overall at the 2022 North Central Weed Science Society Summer Weed Contest and team placed 3<sup>rd</sup> overall.

**12. List alumni activities:**

Hosted an alumni event in Macomb in the month of March  
Recognize distinguished alumni at the alumni event in March  
Host Agriculture Alumni Panel in the month of September  
Continue to utilize social media and press releases to highlight alumni success stories  
Generate an annual School of Agriculture electronic newsletter released in the summer  
Continue to put relevant articles in the monthly alumni newsletter

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **School of Computer Sciences**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

The Schools' mission is to provide our students with an exceptional and comprehensive education in computer science, cyber security, information systems, and other related disciplines.

**2. Degrees offered in Department/School:**

Bachelor of Science – Computer Science  
Bachelor of Science – Cybersecurity  
Bachelor of Science – Information Systems  
Master of Science – Computer Science

**3. List specific recruitment and retention activities:**

University-wide efforts

Discover Western  
Experience Western

School-level efforts

Undergraduate Programs

LeatherHack cybersecurity competition  
Expanded to regional two year and high schools  
Dual enrollment CS 214 at Macomb Senior High School  
Participation in summer STEM camp  
High school group visits  
60 hours per week of in-person and online tutoring

Graduate program

Student ambassador to recruit and facilitate transition for new international students  
Current students recruit their “juniors” from undergraduate institutions  
Recruiting through Global Studies

**4. List student learning outcomes for majors:**

BS in CS:

- Students will be able to design, write, compile, and run programs in more than one programming language (object-oriented, assembly, etc.).
- Students will be able to describe how computers store and manipulate binary information.
- Given appropriate information about a linear Abstract Data Type, students will be able to write a class to implement that data type.
- Given appropriate information about a non-linear Abstract Data Type, students will be able to write a class to implement that data type.
- Given the concepts of regular languages, regular expressions, and finite automata, the student will be able
  - to determine the language accepted by a given finite automata, and
  - to give a finite automata accepting a given regular language.
- Students will be introduced to deeper concepts, design, and implementation in at least four of:
  - Computer Organization

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Operating Systems
- Computer Networks
- Artificial Intelligence
- Computer Graphics
- Database Systems
- Students will gain a broad understanding of the software engineering process, object-oriented analysis and design, rapid prototyping, and team software development through the two-semester capstone experience.

**BS in CSEC**

- Students will be able to design, write, compile, and run programs in more than one programming language (object-oriented, assembly, etc.).
- Students will be able to describe how computers store and manipulate binary information.
- Given appropriate information about an Abstract Data Type, students will be able to write a class to implement that data type.
- Students will gain breadth and depth in their understanding of computer security (data protection/integrity, network security, etc.)

**BS in IS**

- Students will be able to design, write, compile, and run programs in more than one programming language (object-oriented, assembly, etc.).
- Students will be able to describe how computers store and manipulate binary information.
- Given appropriate information about an Abstract Data Type, students will be able to write a class to implement that data type.
- Students will be able to design, implement, analyze, and make recommendations for optimal use of an entity's information systems.
- Students will gain understanding of the business environment through the minor, which must be in one of the business disciplines.

**5. Describe Department/School strengths:**

The greatest strength from a business perspective continues to be the large enrollment in our graduate program. WIU's enrollment continues to hinge on international students, and a large percentage of them ours. In that sense we provide a positive bottom-line impact for the University.

Since last year's report we have completed our efforts to obtain the designation as a Center of Academic Excellence in Cyber Defense (CAE-CD). The designation was granted in January. The focus has shifted to reporting and assessment expectations in order to keep this designation.

The School continues to work collaboratively with other areas within and outside of the College of Business and Technology. We have made numerous curriculum changes, including renumbering and requesting 'G' designations for several Computer Science and Information Systems courses, making them available to graduate students in other degree programs.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**6. Describe Department/School challenges:**

Staffing, and scheduling at the graduate level with our current staffing level, is the greatest immediate operational challenge. We are thankful for receiving permission to hire, and we hope to continue our success in hiring. While we have hired two individuals to join us in August, we are continuing our search for another Unit A person, a director for the WIU Cybersecurity Center, and an instructor to replace a retiring faculty member.

As stated in last year's report, I do not believe that we are providing an adequately high-quality learning experience for our graduate students. Class sizes are unreasonably large, limiting the kinds of activities that can be done, the amount of contact time per student that can be provided, etc. A year ago I was concerned that our enrollment might reach 400, a frightening and seemingly impossible number. In Fall '22 we peaked at a total enrollment of 457.

A conscious decision was made to bring a greater percentage of testing back into the classroom by increasing the number of hybrid courses. The purpose of the hybrid course should not be for in-person testing alone, but was a primary motivation for this shift. We continue to run mass lecture sections and have faculty at the contractual overload limit. We had faculty already in overload during the fall semester. In order to stem the tide a bit we refused new admits for spring, with the exception of students who had been previously admitted but deferred.

I continue to worry about the quality and reputation of our program. I am deeply concerned about word of mouth with our current students, many of whom are in outrageously large classes, meeting primarily online in a format that we consider "in-person" delivery. Their attendance and participation are suffering, and our opportunities to provide them with activities for participation are limited by class size constraints. While we have some exceptional students, the overall performance does not meet our expectations.

I am concerned not just about our degree program, but about the international student population as a whole. The recent discussion of adjusting the international student tuition differential had significant impact on current students (a group of whom, including some CS students, were planning a mass transfer out), as well as incoming students who may consider going elsewhere based on that word of mouth. See "other factors" in item 7. It matters little that the differential discussion did not take place at the last Board of Trustees meeting; many expect it to arise on a Board agenda in the near future. I am also worried about good faculty members resigning or retiring. While we have been allowed to search and hire, we are barely keeping pace with the loss of existing faculty. Of the two faculty mentioned in last year's report, one did resign his position, leaving us short and scrambling to cover his fall courses. The other remained, but is in no better spirits than this time last year. This year we have one retirement to date, and we anticipate one or more to be announced next year.

I continue to worry about facilities. While we are paying the bills with the graduate program, the focus from the outside is almost exclusively on our cybersecurity program. We are running that program on year-end remainders of operating budget funds, with outdated networking equipment and servers that were donated by State Farm at end of life. The installation is housed in a 1970s era typing room. One new server was purchased last year, which was a nice start, and that server is now being used near capacity. Whether we virtualize the majority of our environment or actually build a world-class physical environment, we cannot fund at any meaningful level from our operating budget. While we have been banking Foundation funds as best we can, those funds would be entirely exhausted with just the facilities upgrades needed to support the technology that we would like to have. We are pursuing grants that would allow us to build out some of that technology, for example we have justified a server purchase for the SaTC proposal submitted, and we will continue to pursue such opportunities.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**7. Identify opportunities for your Department/School in the short term:**

The opportunity to fill positions is a high-priority, short-term goal. We have been successful in helping the IS program by hiring a dedicated instructor for IS who will join us in August, and we also hired a Unit A faculty member this year whose research is in IS but is also well-qualified in CS. Filling the remaining open positions will not immediately match our capacity to our graduate enrollment, but other factors have apparently slowed the growth such that we may achieve balance over the next few semesters. Finding a director for the WIU Cybersecurity Center will help directly with the teaching load in a small way, due to the teaching reduction to accommodate the other responsibilities of the position, but those responsibilities are currently being carried out by existing faculty. Once those responsibilities are lifted, I anticipate a bit of relief, and perhaps improved morale, for those individuals. It is imperative that we return to a reasonable, normal number of students in graduate course sections.

**8. 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.**

There are several high priority plans. One is management of the graduate program, where we have experienced unprecedented growth since Fall '21. Factors mentioned above have lessened the projections for sustained growth at that rate, but we anticipate at least 50 new graduate students in the Fall '23 semester. I anticipate that we will exceed our capacity by at least 50%; our capacity for delivering a high-quality program remains at approximately 175 - 200.

The outcomes from the expanded LeatherHack Competition will help to guide that initiative. The first expansion is on a smaller scale, and if successful, there will be a push to extend the boundaries further. We will also assess whether the high school participants are competitive, or whether we should create a separate competition, and possibly more extensive training, for that group. Ideally I hope to see this competition expanded to state-wide by LeatherHack 2025, and to surrounding states no later than LeatherHack 2027.

A new recruiting initiative is underway with the cooperation of one of our new hires, who will actually join WIU in August. Dr. Tahir Khan has operated a GenCyber summer camp at his current institution for several years. This program is open to CAE institutions and is designed for two audiences, including high school students as well as teachers. Dr. Khan has done camps for both groups. He has consulted with our faculty and we have recently submitted a proposal to host a summer camp at WIU. The current round of proposals is for camps to be held in 2024. Without Dr. Khan's participation, the earliest we could have hoped for would be summer 2025. Our audience for the initial offering is female high school students. We are hopeful for a positive outcome.

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

The key metrics for the graduate program are student:teacher ratio and average class size in the core courses. Other simple indicators are prevalence of mass lecture sections and faculty overload, both of which should measure little or none.

For the summer camp, the initial indicator is simply the decision to fund. Assuming a positive

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

outcome, there will be various assessments of student satisfaction and overall success of the camp. For recruiting purposes, of course, we will hope that over time some of the campers will become WIU cybersecurity majors.

**10. List major faculty and staff achievements:**

The many hours of work by an ad-hoc committee resulted in the University's designation as a Center of Academic Excellence in Cyber Defense in January 2023. Dr. Bintu George served as the primary contact in that effort, and oversaw the application and reporting processes. Drs. Jim McQuillan, George Mangalaraj, Nilanjan Sen, and Antonio Cardenas-Haro were essential contributors to that effort. Dr. Chunying Zhao joined the committee to replace Dr. Hoang Bui after his resignation, assuming his duties. Ms. Collette Calkins and Mr. Richard LaFlam participated in significant curriculum alignment and modification. Their efforts must be recognized, this represents a major milestone achievement in the history of the School.

In addition to numerous publications and presentations by faculty members, Dr. Cardenas-Haro distinguished himself by qualifying for multiple CBT TRIP awards. Dr. Bintu George was named Quad City Engineering and Science Council 2023 Computing Professional of the Year, and is nominated for Distinguished University Professor. Dr. McQuillan received the '21-'22 CBT Excellence in Teaching Award and is nominated for the '22-'23 Excellence in Scholarly Activities award.

**11. List major student achievements and recognitions:**

Departmental Scholars

Spring '22

Jonathan Byers – Computer Science

Ella Lingafelter – Information Systems

Fall '21

Justin Nguyen – Cybersecurity

Joy Taylor – Computer Science

Outstanding Senior – Jonathan Byers

Outstanding Graduate Student – Rosabel Olugbenga

**12. List alumni activities:**

We engage our alumni in ways that connect them with our current students. Some recent examples include advisory board member Bob Klannukarn, who has participated in multiple open sessions with students and has visited classes on several occasions over the past year. Advisory board member Erik Hart joined in the most recent open session. Cybersecurity expert and alum Brandon Colley presented to the Computer Science Association. Our student organizations, CSA and MISA, provide an excellent interface between alums and current students.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **School of Engineering and Technology**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

Provide a learning environment and opportunities that foster, prepare and motivate ethical responsible professionals who can adapt and apply practical knowledge, theories, principles, processes, and problem-solving techniques to execute projects, from concept to completion, in a changing global society. We are committed to diversity, equity, and inclusion.

**2. Degrees offered in Department/School:**

- B.Sc. Civil Engineering: Quad Cities\*
- B.Sc. Construction Management: Macomb
- B.Sc. Electrical Engineering: Quad Cities\*
- B.Sc. Engineering (General; Industrial): Quad Cities\*
- B.Sc. Engineering Technology: Macomb, Quad Cities
- B.Sc. Mechanical Engineering (Design; Manufacturing; Robotics): Quad Cities\*
- \* first two years offered in Macomb and Quad Cities
  
- M.Sc. Engineering Technology: Macomb
- M.Sc. Instructional Design and Technology: Online

**3. List specific recruitment and retention activities:**

Participation in all Discover Western, Graduate Career fairs or Program Expos, Manufacturing Virtual Jobs fairs or any similar event at WIU in both Macomb and Moline.

Engineering Open Houses, Quad Cities

- November 18. Rock Island High School
- March 10. Pleasant Valley High School

Engineering Week

- February 20 - 24, Quad Cities

Ralph Dirksen 61st annual Technology Expo'23

- April 14, Quad Cities
- April 21, Macomb

State Leadership & Skills Conference 2023

- April 28, Peoria

**4. List student learning outcomes for majors:**

- Think critically and creatively
- Understand the theoretical principles of the profession
- Apply adequate technology in the solution of problems
- Organize, manage, and maintain projects
- Develop an appreciation for ethical and professional practices
- Develop and refine oral, written, and visual communication skills
- Demonstrate an overall competency in the program objectives
- Commit to lifelong learning

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**5. Describe Department/School strengths:**

- Faculty (Career professionals; diversity; creativity)
- Curriculum
- MakerSpace/Product development
- Industry connections
- Placement
- Retention
- Work Experience/Internships
- Students
- Advising
- Alumni

**6. Describe Department/School challenges:**

- Administration (stability; certainty)
- Aging Faculty
- New Faculty recruitment
- Budgets
- Enrollment (erratic)
- Market/Marketing
- Student Recruitment
- Academic Cliff
- Assistantships (graduate)

**7. Identify opportunities for your Department/School in the short term:**

- Articulations/Outreach
- Institutional Collaboration
- External Collaboration
- External funding
- Industrial Partnerships
- Work Experience/Internships
- Alumni support

**8. 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.**

The School of Engineering Technology will turn two years old at the end of the academic year. Operational documents, work load equivalences, and unified evaluation protocols for faculty assessment and student course evaluations have been completed.

Civil and Electrical Engineering majors are ABET accredited. ABET reaccreditation for all engineering degrees and ACCE accreditation for Construction Management are underway.

Curriculum reviews, assessments, and self-studies will be conducted as part of accreditation or reaccreditation efforts.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

A search for a Executive Director for the Western Illinois University Manufacturing and Innovation Laboratory (formerly QCML) is underway. Solidifying the Lab, redefining its focus, and relocating it to the Quad Cities campus will solidify WIUs contributions to the Illinois Innovantion Network (IIN) and provide new avenues to initiate research partnerships.

A search for a School Director should be planned and lunched. Also two faculty searches, one for Civil Engineering and one for Mechanical Engineering will be needed to maintain the stability of the School.

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

Achieving accreditation at all levels to strengthening recruiting and retention efforts.

Solidify leadership and having enough faculty to sustain all offerings from the School.

Attaining external funding and grants to support growth.

**10. List major faculty and staff achievements:**

Through the academic year, a new faculty member and a new office manager for the Quad Cities were hired. Dr. Md Shahin Alam is a new Electrical Engineering faculty while Pam Young is the new office manager for Quad Cities.

Faculty achievements include:

Alam (prior to joining WIU)

Publications:

- S. A. Arefifar, M. S. Alam and A. Hamadi. “A Review on Self-Healing in Modern Power Distribution Systems.” Journal of Modern Power Systems and Clean Energy
- M. S. Alam, and K. R. Khan. “Planning for Sustainable Energy Generation in Bangladesh Power Network for Improving Systems Performance using Optimum Control Theory” International Conference on Climate Change and Sustainability: Education, Environment, Energy, and Economy. DIU, Dhaka. Nov 12-13, 2

Reviews:

- IEEE System Journal | Effective Power Management in DC Microgrids by Power Pools Technique
- IEEE Access | Critical nodes Identification in high Photovoltaic penetrated distribution network based on Improved AP Clustering Algorithm
- Applied Energy | Optimal sizing and citing of microgrids elements beside configuration of network to achieve reliable and economic operation of multiple microgrids
- Smart Science | Optimal Allocation of Electric Vehicle Charging stations and Distributed Generation: A Comprehensive Review
- Energy Systems//Springer | Review of Recent trends in DC/DC Converters implemented using PV Partial Power Processing
- IEEE System Journal | Multiple time-scale refined load management by three-level optimal control with demand response and dynamic frequency
- IEEE Access | Investment Cost Forecasting for Low Carbon Power System Planning Considering Technical Progress and Scale Effect
- IEEE Access | Machine learning-based day-ahead prediction of price-setting scheduled energy in the Korean electricity trading mechanism
- Energies | An Alternative Regulation of Compensation Mechanisms for 2 Electric Energy Transgressions of Service Quality Limits in Dis- 3 persed and Seasonal Areas

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- IEEE Access | App Deconfliction: Orchestrating Distributed, Multi-Agent, Multi-Objective Operations for Power Systems

Ghimire

Publications:

- Ghimire, S. N., & Schulenberg, J. W. (2022). Impacts of Climate Change on the Environment, Increase in Reservoir Levels, and Safety Threats to Earthen Dams: Post Failure Case Study of Two Cascading Dams in Michigan. *Civil and Environmental Engineering*

Presentations:

- July 2022: 3 rd NRNA Knowledge Conference Presentation.  
Research Title: “Climate Change, Water Levels, and Dam Safety: Post failure Analysis of Two Michigan Dams”

Gravitt

Coordination:

- Construction Management Advisory Board, April 7, 2023 – Assistance of Ashley James

Reviews:

- International Journal of Construction Education and Research. "Using Large Peer-Teaching Groups to Learn Construction Management Software Packages". September 2022
- International Journal of Construction Education and Research. "Effects of Socio-Political Conflicts and Patriarchic Society on Female Construction Professionals' Job Experiences and Career". August 2022, re-review January 2023

Hall

- Knoblauch Hall Basement Renovation Project. Re-layout and re-distribution of laboratory spaces. Creation of the new large-format plasma cutter cell

Hemphill, Leanda

Reviews:

- 10 papers for the Society for Information Technology and Teacher Education (SITE) 2023 Conference

Hsu

Publications:

- Tsai, C. C. K. & Hsu, Y. P. (2022). Embedding Experiential Learning and Collaborative Online International Learning (COIL) in Enhancing Students' Learning Performance. *Journal of Taipei University of Marine Technology*
- Gbenyo, K. A. & Hsu, Y. P. (2022, Spring/Summer). ADDIE Model Applied to Online Training for Guest Teachers at an Alternative School. *Colleague 2 Colleague*, 1(11)

Presentations:

- ShengLun, Cheng, Yu-Ping Hsu & Jessica Collier “An Analysis of Public Posts about Girls and Women in STEM on Facebook” AERA 2022, San Diego, CA, 2022
- Yu-Ping Hsu, Chia-Ching Tsai & Kuang-Chen Hsu "A Case Study of Improving Learning Experience Through Online International Collaboration" AECT 2022, Las Vegas, Nevada, 2022

Service:

- Journal of Educators Online Peer Review Board Member
- Computer & Education Reviewer
- AERA Conference reviewer
- AECT reviewer
- Systems Thinking & Change (STC) Publication Committee
- SIDLIT Steering Committee



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Hunter

Grants:

- Improving Career Readiness for Engineering Students Through a Mentored Living Learning Community. National Science Foundation S-STEM grant. \$1,000,000.00

Kim

Publications:

- Kim, J. B., Kim, S., & Aman, J. (2023). An Urban Building Energy Simulation Method Integrating Parametric BIM and Machine Learning. Human-Centric, Proceedings of the 27<sup>th</sup> International Conference of the Association for Computer-Aided Architectural Design Research in Asia (CAADRIA) 2023, March 18-24, Navrangpura, India.

Presentation:

- Kim, S., & Kim, J. B. (2022). Machine Learning with an Urban Building Energy Simulation (UBES) Focusing on Solar Accessibility. Associated Schools of Construction (Region 3) 2022, Oct 19-22, Downers Grove, Illinois

Reviews:

- Proceedings of the 2022 ASC Region III Conference, 2022, Oct 19-22, Downers Grove, Illinois. "Case Study: Up-Leveling Steel Construction Education Through Partnering with Industry and Industry Organizations"

McDonald

Coordination:

- Civil and General Engineering Advisory Boards, February 20, 2023 – Assistance of Pam Young

Grants:

- Improving Career Readiness for Engineering Students Through a Mentored Living Learning Community. National Science Foundation S-STEM grant. \$1,000,000.00

Donations:

- Shive-Hattery, Davenport, Iowa. 2 GPS rover setups (GPS receiver and data collector)

Obregon

Presentation and Publication:

- 2nd LACCEI International Multiconference on Entrepreneurship, Innovation and Regional Development (LEIRD 2022). "Design driven product development, from Concept to Completion." DOI:<http://dx.doi.org/10.18687/LEIRD2022.1.1.121>  
ISBN: 978-628-95207-3-6 ISSN: 2414-6390

Reviews:

- LACCEI 2023 Annual Conference (3 papers)
- ASEE Regional and National Conferences (11 papers total)

Program Assessment:

- Engineering Technology Degree at Cleveland State University

Payne

- Building Trades class offered in partnership with the Western Area Career Center (WACS) through external funding

Scott

Donations:

- Eaton-Cobham Mission Systems, Davenport, Iowa. Granite surface table

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Shin

Coordination:

- Electrical Engineering Advisory Board, February 20, 2023 – Assistance of Pam Young

Publications:

- Shin, I.-S. and Go, E. (2022). Understanding the Effectiveness of Online Engineering Education in the Time of COVID-19. 2022 American Society for Engineering Education National Conference, Minneapolis, MN, June 2022

Reviews:

- Content Expert, Content Architect, Expert Reviewer, and Project Manager for the McGraw-Hill Education's Engineering Program and Online Contents, 2022-23

Stone

Coordination:

- Dirksen Tech Expos: April 14, Moline; April 28, Macomb – Assistance of James and Young Zbeeb

Coordination:

- Mechanical Engineering Advisory Board, April 7, 2023 – Assistance of Pam Young

### **11. List major student achievements and recognitions:**

- Integrated Technology Lab, Macomb, continues to fabricate metal signs for WIU “customers” and city/regional businesses. Undergraduate and graduate students participate in the design, production and delivery of finished products. Students have also participated in the Knoblauch basement renovation, 5-S, Lean, and continuous improvement activities.

- Introduction to Manufacturing students, supervised by graduate students of the ET 548 - Planning Techniques for Leaders, continue to fabricate picnic tables for WIU “customers” and city/regional businesses. Project has been extended to the Building Trades class offered in partnership with the Western Area Career Center (WACS).

- Makerspace, Moline, continues to produce varied promotional gadgets for WIU “customers” and city/regional businesses. The Makerspace has produced promotional items, like key chains and WIU banners, used in Discover Western and recruiting events. Also, custom made parts have been 3D Printed for diverse external customers. Engineering and Engineering Technology students take advantage of the Makerspace to consolidate elements of their Senior Design projects.

### **12. List alumni activities:**

Fostering New Advisory Board Members, including CBT National Board:

Jeff Shoon (ET Undergraduate 2004 and Graduate 2005)  
Executive Vice President  
Zurn Elkay Water Solutions  
Milwaukee, Wisconsin, United States

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **School of Management and Marketing**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

By delivering business knowledge and developing decision-making skills in a compassionate and inclusive learning environment, the School of Management and Marketing prepares students to successful careers in managing people and organizations

**2. Degrees offered in Department/School:**

B.B. in Human Resource Management  
B.B. in Management  
B.B. in Marketing  
    Enterprise Marketing Option  
    Marketing Technology Option  
    Omnichannel Marketing Option  
B.B. in Supply Chain Management  
Post Baccalaureate Certificate in Supply Chain Management

**3. List specific recruitment and retention activities:**

**Conferences with K-12 teachers/counselors (Recruitment)**

- Illinois Business Education Association (IBEA) in Springfield, IL on 11/1/23
- Illinois Association for Career and Technical Education (IACTE) conference in Bloomington, IL 2/16/23
- Iowa Business Education Association in Coralville, IA on 3/31/23
- Illinois DECA (Distributive Education Clubs of America) State Competition, Chicago, 4/14/23
- National Business Leaders of America in Kansas City, MO 4/23

**Regional Presentations to High School classes (Recruitment):**

- Area CEO presentation on Professional Communication (9/1/22) –80 students
- Brown-Schulyer CEO presentation on Conflict Management (9/8/22)—11 students
- McDonough CEO presentation on Conflict Management (9/13/22) –16 students
- Spoon River Valley High School on SCM + Ag Business (9/27/22) –8 students
- Spoon River Valley High School on Career Exploration in SCM (9/27/22) --> 75 students
- Knox County CEO on Intro to SCM (9/27/22) –10 students
- Warsaw high School on SCM, Entrepreneurship, and Business (9/29/22)—77 students
- McDonough County CEO on Intro to SCM (10/4/22) –16 students
- Rushville-Industry High School on SCM (10/11/22)—33 students
- Rock Island-Milan High School on SCM (10/18/22)—56 students
- Astoria High School on Resumes and SCM careers (10/20/22)—107 students
- West Prairie High School on SCM + Ag Business (11/1/22)—10 students
- West Prairie High School on SCM Careers (11/15/22)—24 students
- McDonough CEO on Public Speaking (11/1/22)—16 students
- Brown-Schulyer CEO on Intro to SCM (12/8/22)—13 students

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Canton YLA on Interviewing Skills for students (2/1/23) –15 students
- Beardstown High School on LinkedIn profiles (3/23/23)—15 students

**Open House events (Recruitment)**

- 9/29/2022 WIU Virtual Open House for SCM
- 10/10/2022 WIU Virtual Open House for SCM
- 10/25/22 WIU Virtual Open House for SCM
- 11/10/22 Spoon River Career Expo
- 12/8/22 WIU Virtual Open House for SCM
- NEW event: SCM ConNEXT scheduled for May 5, 2023 at the WIU QC campus. WIU Supply Chain Management program, in partnership with Black Hawk College, will be hosting a conference from 9:00 a.m. to 1:00 p.m. on Friday, May 5, 2023, at the WIU Quad Cities campus in Moline, IL. The **SCM ConNEXT** conference will allow Quad Cities regional high school students from ninth through twelfth grades to explore the high-paying, in-demand careers in supply chain management and logistics. Supply chain management includes the business functions that **PLAN, SOURCE, MAKE, and DELIVER**. Therefore, students will rotate through a series of breakout sessions, each led by a panel of industry professionals, to learn about career paths in sourcing & procurement, manufacturing & operations, distribution, and transportation. **SCM ConNEXT** will connect the next generation to their potential future careers!

**New Dual Credit Opportunity: MGT 125/CEO cohorts:**

- The Western Illinois University College of Business and Technology is partnering with the McDonough County Creating Entrepreneurial Opportunities (CEO) program in a variety of ways. The CEO program is a year-long course for high school students that teaches them entrepreneurial concepts, partners them with area businesses and provides an opportunity to start their own businesses. Many WIU faculty and staff members serve as presenters, mentors and board members for the CEO program. This fall we began offering a dual enrollment credit course (MGT 125) for students in the McDonough County CEO program. The dual credit opportunity was expanded in the spring to include students from Brown-Schulyer County and Central County. We intend to add another cohort next year, and then begin work on scaling this endeavor to more counties within Illinois and beyond.

**Future Business Leaders of America conference (recruitment):**

- For over 25 years, the College of Business and Technology has hosted the Future Business Leaders of America (FBLA) regional conference at the WIU Macomb campus. This January we welcomed 180 high school students from nine schools within the Western Illinois region. WIU professor, Dr. Honey Zimmerman led an interactive workshop titled "The Art of Networking". Immediately following the workshop, the FBLA students were able to put their newly-learned skills to the test by engaging in networking social with WIU faculty, students, and Admissions staff. Although WIU does officially sponsor the conference, we use this experience to welcome students to campus and promote WIU as a top choice for business education for future business leaders

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**Retention: Selected Events**

- CBT launched the ProChat Series—a collaborative efforts between the two business schools (Management and Marketing & Accounting, Finance, Economics, and Decision Sciences) with twice weekly workshops individually sponsored and promoted by different CBT student organizations with the overall objective of enhancing student preparedness for internships and professional careers. Interactive workshops are lead by content experts in areas such as networking, professional communication, financial literacy, and civic engagement to strengthen our students' business profile.
- WIU SCM program's SCM Day welcomed 24 professionals including representatives from our largest industry partners (ADM, John Deere, CAT Logistics, JB Hunt, Dot Foods, Alpine Supply Chain Professionals, and Iowa 80 group) for advisory board meeting and career/internship fair.
- The Western Illinois Women in Business student organization attended the 2022 Women Lead Change Conference in October. Women Lead Change is a premier leadership organization for women dedicated to the development, advancement and promotion of women in the workforce and beyond. The conference includes engagement in a variety of sessions hosted by notable women and networking opportunities. Four WIU Business students attend the conference with Women in Business Advisor and Management and Marketing Instructor Michelle Howe.
- WIU SCM students and faculty attended the Promat 2023 conference in Chicago, IL in March 2023. Over 1000 companies display products to over 50,000 attendees, providing students with opportunities to interact with industry experts.
- The WIU Supply Chain Management Student Association (SCMSA) and the Association for Supply Chain Management (ASCM) Quad Cities chapter will co-host the "Night of Networking" event at WIU-QC in Moline, IL. The event, which includes networking, dinner, and a keynote presentation, gives students an opportunity to meet and interact with supply chain professionals from the region, many of which are WIU alumni.
- WIU SCM students and faculty will tour John Deere's Harvester Works manufacturing facility in East Moline, IL. Facility tours give students first hand exposure to supply chain practices employed by successful global corporations, such as John Deere. After the tour of the manufacturing plant, students will hear from WIU alumni currently working in supply chain roles for the Fortune 100 company headquartered in Moline, IL. Deere employs more than 500 WIU Alumni globally according to LinkedIn
- WIU SCM students and faculty will tour the Melvin Price Lock and Dam #26 in Alton, IL followed by a tour of America's Central Port in Granite City, IL. Students will visit the National Great Rivers Museum dedicated to telling the story of life on the Mississippi. America's Central Port is located adjacent to Locks #27 – the last lock on the Mississippi River heading south. Students will tour the Port District including levee system, U.S. Steel dock facility, Warehouse District, and Mixed-Use Business District. The tour will end with a photo stop at the Madison Harbor with views of the Merchant's Bridge and downtown St. Louis. Touring these two facilities will give WIU SCM students insight into the logistic advantages and challenges of river transportation
- Women in Business continues to organize a mentorship program for our members. It is voluntary, and members are paired with a professional woman who works in a similar career path. We hope to grow this program over the next few years. In addition, we started giving scholarships to members based on involvement, professionalism, and financial need.
- New sustainability minor offered (interdisciplinary)
- New marketing concentration in the MBA available to MBA integrated students



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- School of Management and Marketing co-hosted a welcome back for business students with the School of Accounting, Finance, Economics, and Decision Sciences, Sept. 2022 an end of the year celebration on April 19, 2023.
- Business Living and Learning Community engagements 2-3 per semester with faculty

#### **4. List student learning outcomes for majors:**

##### **Human Resources Management**

*This evaluation models the SHRM (Society of Human Resource Management) internationally recognized certification exam content areas.*

- *(Employment Law)* The student should be able to interpret and apply relevant legal and regulatory concepts related to human resource management.
- *(Strategy and HR)* The student should have a clear understanding of organizational strategy and leadership skills, and how to manage workforce diversity and inclusion.
- *(Workforce Planning)* The student should have knowledge of staffing strategies such as making appropriate use of recruiting methods and selection procedures.
- *(Training and Development)* The student should understand instructional and mentoring strategies relating to employee training, professional development, and career planning.
- *(Performance Management)* The student should understand the concepts of designing and implementing employee performance appraisals.
- *(Compensation and Benefits)* The student should possess an understanding of a compensation/total rewards strategy based on compensation laws, evaluation methods, and benefits administration.
- *(Employee and Labor Relations)* The student should understand concepts related to union organizing, union/management relations, and unfair labor practices.

##### **Management**

- *(Understand the fundamental ways of organizational planning.)* This learning objective is most closely related to the broad competencies of planning and controlling. Managers set and review goals, evaluate competitive environments, and review internal resources used to create strategic and operational goals for future planning periods.
- *(Understand the principles necessary for effective leadership of others.)* This objective is connected to the competencies of leading and controlling. Leadership includes establishing the vision and mission of an organization as well as direct guidance, coaching and supervision of those within various functional areas. Effective leadership exerts control in the sense that employees are motivated to work toward the goals of the organization.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- *(Recognize and resolve ethical dilemmas using accepted principles.)* Management majors should be able to discern and reconcile ethical issues in the workplace. They should be able to lead by example, showing others that an organization abides by standards of honesty and integrity. Management majors should also recognize the connection between ethical behaviors and corporate social responsibility.
- *(Understand the fundamental ways in which an organization seeks competitive advantage.)* This objective addresses the need to understand planning on an organization-wide basis. Management majors must be able to diagnose a company's external and internal environments with an eye toward ensuring the company's survival. Based on that diagnosis they must also be able to design a strategy that comports with the demands of stakeholders and the needs of customers.
- *(Exhibit knowledge of the various ways in which jobs and activities can be organized within an organization.)* This objective concerns the need for Management majors to be able to organize work activities at both the micro- and macro-levels. Leadership knowledge is also assessed here since organizing work requires an understanding of the capabilities of the employees one wishes to assign to various positions.

### **Marketing**

- *(Reflective Thinking)* The student should also be able to extrapolate the firm's current situation into the future based on his/her assessment of competitive threats and new opportunities.
- *(Analytical Skills)* The student should be able to use tools of marketing to understand the firm's current situation and its position relative to its competitors.
- *(Financial Analysis and Reporting)* The student should be able to analyze historical and pro forma financial statements and profit analysis reports in a marketing context.
- *(Integration)* The student should be able to understand each independent functional area within the marketing complex, as well as the interrelated nature of the field.
- *(Knowledge Application)* The student should be able to contextually apply marketing terms, principles, and thinking to a real world situation.

### **Supply Chain Management**

- *(General Supply Chain Management)* Should be able to understand the role of supply chain management within the broader business context.
- *(Warehousing)* Should be able to understand concepts and application of how to manage warehousing and distribution processes and operations.
- *(Transportation Management)* Should understand concepts and application of how to manage transportation processes and operations.
- *(Global Supply Chain Management)* Should understand the managerial functions involved in moving products in and out of organizations in a highly complex and dynamic global setting.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- *(Purchasing and Supply Management)* Should understand concepts and application of how to manage purchasing/ supply management processes and functions.
- *(Inventory Control)* Should understand and be able to manage inventory control processes

**5. Describe Department/School strengths:**

The School of Management and Marketing maintains quality relationships with industry partners with the purpose of creating opportunity for students in multiple disciplines. Our industry partners include several Fortune 50 corporations. To increase engagement with those companies, all disciplines have made changes to their curriculum to apply internships towards students' degree plan. The SCM major requires an internship experience.

We have a strong outreach committee that engages with regional high schools and conferences targeting high school teacher and counselors to highlight the business disciplines at WIU. This academic year, faculty have participated in five different regional/national conferences representing the business disciplines, presented in over twenty different high school classrooms, and hosted several open houses.

A cohort of very engaged faculty continue to work diligently on retention initiatives for our business students by serving as mentors to those in the business Living Learning Community, advising student organizations, and coordinating discipline level field trips/opportunities for students outside of the classroom.

**6. Describe Department/School challenges:**

The School of Management and Marketing challenges revolve around several key items:

- (1) Maintaining leadership continuity. For the last 1.5 years, the unit is overseen by an Acting Director who already has a full-time administrative position within the college. This precludes day to day interactions with faculty which is essential for ensuring task completion. A new Director will assume the role on July 1, 2023.
- (2) With continued declines in undergraduate enrollment, effective delivery of programs across multiple locations (Macomb, QC, online) is difficult. Director must ensure course sections can meet minimum enrollment thresholds, often requiring multiple modalities, and still provide a quality experience to the different cohorts of students.
- (3) Ensuring quality of teaching in fully online classes with strong engagement activities is difficult given the lack of access to individual faculty courses.
- (4) Diminished scholarship activities within the unit has potential implications for AACSB accreditation and stems from low morale/apathy, lack of funding for research endeavors (conferences), and lack of a research culture.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**7. Identify opportunities for your Department/School in the short term:**

- Engage with stakeholders to acquire, renew, deepen and strengthen relations (Alumni, Chambers of Commerce, Colleges, and Industry).
- Cooperate with other units at WIU to obtain mutual benefit from synergies in cross-listing courses, professional development opportunities, etc.
- Continue to explore opportunities for microcredentials embedded in coursework.
- Continue to cultivate a culture of research/scholarly activity through use of TRIP program and seminars such as the Faculty First Fridays series inaugurated this year.

**8. 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 an academic unit, we recognize we play an important role in recruitment; however, our primary focus relates to the value added activity of delivering a quality educational experience to students and preparing them for careers in business. Thus, the most important activities associated with “moving forward” focus on the efficient and effective delivery of relevant and timely business related content, in and outside the classroom, that supports the mission of the College of Business and Technology. Given the majors within our unit, we focus heavily on the course experience of our students, professional development of both faculty and students, and partnerships with industry experts to ensure our curriculum and programming are aligned with industry expectations.

- We are continuing to explore ways to embed micro-credentials into our coursework as our industry partners value skills that are externally validated.
  - The CAPM, Project Management certification, was embedded in SCM 457G: Project Management this year. Our first cohort of students are currently taking the credentialing exam.
  - The Google Ads Certifications assessment tests the knowledge of basic and advanced online advertising concepts including value proposition of online advertising, campaign setup and management, measurement and optimization. These are currently embedded in marketing courses and new additions are being explored.
  - Two of our marketing faculty are in process of certification with Salesforce to integrate relevant certifications into marketing courses.
  - Examination of micro-credentials within Human Resource Management.
- We continue to look for natural synergies between departments for cross-listing courses to assist with staffing concerns, and to provide students with greater diversity of experience interacting with students from other majors.
- Focus on building a culture of research productivity and collaboration.
  - The College of Business and Technology implemented the TRIP: Targeted Research Impact Program as a pilot program to encourage faculty to publish in indexed, peer reviewed journals. Continued promotion of this program to incentive faculty to meet our AACSB scholarly requirements is critical. Early evidence indicates the TRIP program has resulted in increasing the overall quality of our business research portfolio.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- This year, we launched a seminar series titled “Faculty First Fridays” held on the first Friday of every month, to engage our faculty with external researchers to motivate and inspire new research paths and collaboration. We will continue this effort next academic year.
- Industry engagement activities are very strong in Supply Chain Management with SCM Day, an active advisory board, multiple field trips/conferences each semester, and strong participation in the supply chain student organization. Marketing and HRM both incorporate industry speakers into classes, as well as student organizations, but more formalized engagement with industry through advisory boards would be beneficial.
- Continue additional recruitment of entrepreneurial students through the expansion of dual credit opportunities for MGT 125 and CEO program. This year, we launched a dual credit program enrolling students from the McDonough Country CEO program, and expanded this effort to Brown-Schuyler County, and Central County. We intend to expand the program’s reach next year and develop a plan to scale this opportunity.

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

- Number of microcredentials embedded in courses
- Number of new certifications among faculty
- Number of new interdisciplinary curriculum requests
- Number of faculty going to top professional or academic conference in their area of specialty
- Number of research papers indexed in SCOPUS
- Number of industry speakers invited to classrooms and/or organizations
- M&M advisory board established
- Number of recruiting events
- Number of internal events to retain existing students
- Number of students enrolled in MGT 125/CEO dual credit course

**10. List major faculty and staff achievements:**

- Dr. Zimmerman is a principal investigator on a National Science Foundation (NSF) grant proposal for \$1,000,000 in conjunction with many other IL universities. The research, regarding development of a “Smart Logistics Engine,” is a combined effort among the Illinois Innovation Network, Governors State University, Western Illinois University, Southern Illinois University-Carbondale, Southern Illinois University-Edwardsville, Northern Illinois University, University of Illinois at Chicago, University of Illinois at Urbana Champaign, and Eastern Illinois University. Dr. Chris Merritt, Director of Illinois Institute for Rural Affairs, and Dr. Zimmerman are the principal investigators from WIU on this project.
- Dr. Susan Stewart was the recipient of the Provost’s Excellence Award for Scholarly/Creative/Performing/Professional Activities for 2022.
- Dr. Zimmerman completed the professional development and continued education necessary to recertify as a Certified Purchasing Manager (C.P.M.) in August and Certified Professional in Supply Management (CPSM) in April. Both certifications have been globally recognized and issued by the Institute for Supply Management (ISM) as prestigious and highly-valued throughout

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

the supply management industry.

- Nominated to serve on the American Marketing Association Chicago Board of Directors for Marketing Insights. Professor Wiencek was elected to serve a two-year term starting March 1, 2022 – June 30, 2024. The Director for Marketing Insights leads the Marketing Insights Committee for AMA Chicago which is responsible for all chapter analytics, research projects, event evaluations, surveys and member interviews, the chapter ticketing platform partner, and data management in Salesforce. Professor Wiencek will be attending the monthly board meetings and the annual AMA Leadership Summit.
- Dr. Samit Chakravorti published a book titled “Customer Relationship Management: A Global Approach 1st Edition” (April 2023) with SAGE Publication.
- Faculty within the School of Management and Marketing published 12 articles in peer-reviewed journals, 4 conference proceedings, and contributed 6 book chapters this academic year.

### **11. List major student achievements and recognitions:**

- The Society for Human Resource Management (SHRM) student chapters on the Macomb and Quad Cities campuses both received a 2021-22 Superior Merit Award designation from the national chapter of SHRM for providing excellent growth and development opportunities to student chapter members. The SHRM student chapter merit award program encourages the development of more effective student chapters and distinguishes outstanding activities and projects. Chapters are recognized based on chapter operations, chapter programming and professional development of members, support of the human resource profession and SHRM engagement.
- Ms. Susan Creasey, Marketing Faculty, and Ms. Shania Manning, Human Resource Management Major, attended the 2023 National Retail Federation (NRF) Foundation Student Program, January 12-14 in New York City. The NRF Student Program gives students an opportunity to engage in experiential tours, hear from inspiring speakers, attend interactive breakout sessions and gain invaluable executive mentoring and career recruiting opportunities. Creasey and Manning were among 1,057 students, 124 educators, 105 mentors, 41 speakers and 150 recruiters that attended the NRF Student Program this year

### **12. List alumni activities:**

- New ProChat Series hosts two professional events per week. Many of the speakers invited to present are WIU alumni strengthening connection between current students and alumni.
- Guest speakers within all student organizations including SCMSA- Supply Chain Management Student Association. SHRM- Society for Human Resource Management, Marketing Club, and Women in Business.
- Guest speakers are utilized frequently within our courses, both undergraduate and graduate, to allow networking opportunities between students and alumni.
- Large alumni involvement in the 18<sup>th</sup> annual SCM Day. Twenty four professionals attended the fall SCM Advisory Board meeting including representatives from ADM, John Deere, Cat Logistics, JB Hunt, Dot Foods, Rural King, Essendant, Apline Supply Chain Solutions and Iowa 80 group, most of which are WIU alumni. Students participated in the SCM Career/Internship

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Fair with additional networking opportunities with alumni at a formal dinner. Seven scholarships were awarded totaling \$13,000 that evening.

- Women in Business continues to organize a mentorship program for our members (primarily with WIU business alums). It is voluntary, and members are paired with a professional woman who works in a similar career path. We hope to grow this program over the next few years. In addition, we started giving scholarships to members based on involvement, professionalism, and financial need.
- Our Atlantis Alum Committee continues to engage with our Atlantis Alum throughout the year. The Atlantis Newsletter is administered monthly to our alumni to keep them informed of current events, accolades, reunions, and updates pertaining to the Atlantis program.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost’s Office: May 12, 2023**

**The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University’s larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Deans will describe what is unique about their College, document progress on enrollment, program development, and faculty development; document and develop recruitment and retention initiatives; and, finally, record and celebrate faculty, staff, and student successes and achievements.

In order to understand the context for these documents, please review the current version of the University’s strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University’s planning documents, please note the following vision, mission, and core values of the institution:

**WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

**WIU Mission**

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

**WIU Core Values**

***Academic Excellence***

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

***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

## **1. What is unique and special about your College?**

The mission of the College of Education and Human Services is “to educate and empower future practitioners and leaders” by creating “a dynamic and diverse community committed to fostering authentic and innovative educational, research, and service opportunities.” We provide our students with opportunities that integrate learning with real-world experiences, critical thinking, and ethical practice to tackle complex challenges in our society. In fulfilling this promise, we are poised to create the next generation of socially conscientious leaders and practitioners who create healthy, safe, and equitable environments in their professions, organizations, and communities. Beyond the above, the College of Education and Human Services is uniquely special because we are focused on creating leaders who will in turn *serve humanity*. This focus is unique relative to other colleges on campus: though other colleges may certainly suggest some service ethic, the entirety of COEHS programming is focused on the “other”--via an essential service ethic—rather than solely on the self. Additionally, this service ethic is broadly communal in the knowledge that humans are social creatures who depend one upon the other rather than in isolation.

The College of Education and Human Services houses seven academic units – Department of Counselor Education & College Student Personnel, School of Education, Department of Health Sciences & Social Work, Department of Kinesiology, School of Law Enforcement & Justice Administration, Department of Military Science, and the Department of Recreation, Park, and Tourism Administration. COEHS has the largest enrollment of all of the Colleges at WIU, including the largest undergraduate major, Law Enforcement and Justice Administration, and the second largest graduate program, Master of Arts in Teaching.. Below are some of the strengths of the College along with some examples of how these different strengths are exemplified by our programs.

**Students learn early in their programs to be strong supporters for their communities.** For example, Health Sciences & Social Work students meet with legislators in Springfield to learn about the legislative process that impacts their field. Counselor Education faculty and students provide counseling support for the transgender population in the Quad Cities. The School of Education's Arlington & Arlene Seymour Center for Rural Education Advocacy, Policy, and Research supports the region through professional development and developing research collaborations with schools.

**Students contribute in excess of 750,000 hours to schools, businesses, and agencies within the region.** For example, Counselor Education students provide the community clinical mental health therapy. Exercise Science students work with clients for a personal exercise training experience. Dietetics, Kinesiology and Health Sciences students provide diabetes resources through the Bella Hearst Center. The School of Education addresses the teacher shortage crisis through a master's degree program that fast tracks college graduates into the teaching profession.

**Hands-on experiences help our students hone their skills.** For example, students in the fields of dietetics and hospitality management operate the Knoblauch Cafe. The Emergency Operations Center and the McCamey Crime Lab serve as educational labs for Law Enforcement, Fire Science, and Emergency Management. The Recreation, Park, and Tourism Administration Department's Horn Field Campus, which houses an outdoor climbing tower and high ropes and team building courses, helps students develop leadership, facilitation, and communication skills.

**From curriculum to internships, our students are immersed in the field from the beginning of the WIU experience.** For example, Fire Protection Services students can graduate with both their degree and a paramedic certificate. Social Work students, in partnership with Illinois Department of Children & Family Services (DCFS), complete more than 75% of the requirements for their Child Welfare Employee

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

License. Emergency Management students learn competencies related to the Federal Emergency Management Agency (FEMA), the Department of Homeland Security, the National Incident Management System (NIMS), the Army 525 and Air Force 10-2051 training expectations, as well as GIS, drone, and next generation 911 technology. Recreation, Park, & Tourism Administration students' experience includes a 480-hour internship, small-group conversations with industry leaders during field trips, and the ability to earn industry desired certificates - an effective combination garnering the department an average 90% job placement rate for their graduates. Finally, our Master of Arts in Teaching Program requires a two-year paid teaching residency which not only addresses the catastrophic teacher shortage but also provides our students with two years of on the job training.

## **2. Enrollment growth possibilities in your College**

*Include in this description, where possible, market data, audience profiles, national trends, employment data, and other indicators of market potential.*

The College of Education and Human Services has enormous growth potential, and some of that is ongoing. Below is a non-exhaustive list of areas of ongoing and potential future growth:

### **Current Programs:**

#### **Bachelor of Science in Nutrition and Dietetics**

We believe this program can be grown if we are allowed to revisit our potential relationship with the external agency—*Testing and Training International*—per a draft MOU outlining an agreement to provide a 10% tuition reduction in exchange for a guarantee to enroll 17 students per cohort. If they do not meet the minimum student enrollment, WIU pays nothing.

#### **Bachelor of Science in Exercise Science**

As of Spring of 2023, there were 92 active students in the Exercise Science Program. We believe these numbers will grow with the creation of 2+2 degree arrangements with our 2-year partner colleges and with the development of an integrated BS in Exercise Science/Master of Science in Kinesiology

#### **Bachelor of Science in Law Enforcement and Justice Administration**

Historically, this program has been the largest-enrolled undergraduate program on campus—and that has not changed. What has changed is that the enrollments have dropped a bit over the last few years. As of Spring 2023, there were 602 active students. We believe that trend will be reversed and once again have enrollments of 1,000 students or more.

#### **Bachelor of Science in Education, Paraprofessional-Focused Teacher Licensure Programs**

A year ago, the School of Education launched a program focused on recruiting working paraprofessionals seeking to get full Professional Education Licenses in Early Childhood, Elementary, and Special Education. Elementary and Special Education cohorts will start each summer and, per current state legislation, Early Childhood students can begin any semester. Since its inception, this program has grown to approximately 150 students, and continues to grow.

#### **Bachelor of Social Work**

As of spring 2023 there were 72 students in the BSW program. We believe that this number can grow very quickly with the creation of an MSW (see below in the “looking forward section). One of the annoyances here in Horrabin Hall is seeing advertisements for MSW programs at other universities

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

around the state. With the creation of an MSW, we can attract a much higher number of students into the BSW because they will then know that they can move immediately into an MSW program at a place they feel comfortable—here. There would also be an opportunity to make the BSW/MSW an integrated degree program.

**Master of Science in Sport Management**

Now that this program has been approved for the QC campus, we expect enrollment growth in light of the Quad City Metropolitan context

**Master of Science in Kinesiology**

As noted above, we believe there is growth potential in the creation of relationships developed around 2+2 agreements and an integrated Exercise Science/Master of Kinesiology program. Additionally, work is ongoing to develop a relationship with Universidad Autonoma de Nuevo Leon to recruit students to WIU's program

**Master of Science in Public Health (Public Health or School Health Options)**

As of spring of 2023, this program has grown to 119 active students and it continues to grow, particularly with international students.

**Master of Science in RPTA (Practitioner Option)**

This new option of the MS in RPTA is tailored to meet the needs of practitioners with at least two years of full-time experience in public recreation and/or non-profit administration and courses are offered synchronously via zoom in the evenings. We expect this program will grow very quickly and might draw international students as well.

**Master of Science in Education, Counselor Education**

The Counseling MS program had 77 students as of Spring of 2023 and I understand nearly a third of them graduated. In addition to there being shortages of teachers, principals, and school social workers, there is also a shortage of school counselors. We believe that because of that shortage, we can grow/replenish this program going forward.

**Master of Arts in Teaching**

Over the last 2 ½ years since the MAT program officially kicked off, we have added ten additional licensure areas to the original three, including a P-12 Art option now under review by ISBE. As of Spring 2023, there were 249 active students in the program. At last count, there are now 408 students accepted into the program. We expect to have as many as 350 active students in the MAT by Fall of 2023. These enrollment numbers make it the second largest graduate program on campus—and, again, the growth continues.

**Master of Science in Education, Educational Leadership (Principal Licensure)**

Because it is only teachers with some years of experience who can become certified school principals, and given the shortage of teachers, there is now a growing principal shortage. As this shortage continues, we expect our Principal licensure program enrollment to grow as well.

**Edd in Educational Leadership**

Since the development of what used to be called the “Higher Education” option of the EdD program—now the Organizational Justice, Equity, and Inclusion option, this program has grown to approximately 100 students (including the P-12 option of the program). That growth has been spurred mostly by international student interest. We believe this growth can continue if we can sustain it.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

**Looking Forward, New Programs:**

**Creation/Completion of a new PhD in Public Safety Administration**

This has been a goal of the college for some time. A PhD program in Public Safety Administration would fill a niche that is sorely lacking and would, we believe, help grow the undergraduate program in Law Enforcement and Justice Administration. And, we believe it would draw a large number of students.

**Creation of a new Master in Social Work program**

As much of the country is aware, there is a catastrophic teacher shortage; what many are not aware of is that there is equally catastrophic shortage of school social workers. We believe the creation of an MSW program will be a recruiting boon for the undergraduate BSW program already in existence and serve this region's and the state's need for qualified social workers, particularly in schools.

**Creation of a new MSED in Director of Special Education**

Another area of concern is the growing shortage of qualified special education directors as teachers opt to leave the field. We field a relatively large number of calls inquiring about such a program. We believe such a program would grow quickly.

**3. Barriers to growth in your College**

The College is suffering from a lack of human resources at this time. Due to the decreased numbers of faculty and staff, many individuals have taken on additional responsibilities. This makes it difficult to have time for creating new ideas for growth. Additionally, the areas where we have seen more substantial growth have not been provided much in the way of additional resources which makes it even less appealing. For example, the MAT and MPH programs continue to have increasing student numbers with limited increases in support and program resources. These programs are using more and more adjuncts which has the potential to jeopardize the quality of the programs. Additionally, and due to the nature of COEHS programs which are often connected to certification or licensure processes, we need more office and clerical staff to track those certification and licensure processes. The college simply cannot sustain such large programs on this count such as the MAT (400 students) and the MPH (100+ students). Continuing the practice of giving additional responsibilities to people without additional resources and support is not sustainable. We are experiencing morale issues with our human capital as more and more faculty and staff are experiencing burnout.

Some of our programs have ideas for offering new programs (such as the MSW) or increasing current enrollments (CNED), but these programs will need additional faculty hires either prior to or as the programs are getting started.

Another challenge that we are experiencing related to growth is the increasing needs of our students. Students (and faculty) are still experiencing the effects of the pandemic. As a result, we are seeing more students with learning challenges in the areas of time management, note-taking, critical thinking, and growth mindset along with increased mental health challenges. Many faculty do not have the skill set to effectively work with the challenges our students are facing. While many are willing to learn these skills, they may not have the time or the access to the resources they need.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost’s Office: May 12, 2023**

Another barrier to our growth is our desperate need for technology solutions. Unfortunately we find ourselves spending so much time implementing systems (marketing our programs, following up with admits, etc.) by hand that there is limited time to be more innovative. As a result, we have to make difficult choices as to what to spend our time on. Additionally, we find ourselves trying to use our limited resources and to upgrade equipment so that students are learning about the equipment they will actually be using in the field. The Interactive Multimedia (IMM) lab has been under-resourced and without staff since 2017. To meet the needs of 21<sup>st</sup>-century skills for COEHS students, the multimedia lab needs hardware and software upgrades. Most of the existing IMM lab equipment is either obsolete or in the process of obsolescence. The obsolete hardware is gradually being removed from the IMM lab. We are identifying usage for the equipment for which the functionality has changed over time or with the invention of new products. The faculty want necessary technical skills and knowledge to effectively integrate technology into their teaching practice. And the students expect to learn 21<sup>st</sup>-century skills and competencies that are necessary for success in a technology-driven world.

**4. Enrollment**

*Institutional Research will create a “College Profile” for Deans and Chairpersons/Directors. Please note that most information can be found in the Fact Book. Include the following:*

- a. *5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in your College*

|                                   | 2018         | 2019         | 2020         | 2021         | 2022         |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| New Freshmen Students             | 283          | 266          | 289          | 225          | 251          |
| New Transfer Students             | 243          | 184          | 216          | 162          | 179          |
| New Graduate Students             | 220          | 196          | 195          | 251          | 261          |
| Continuing Undergraduate Students | 1642         | 1385         | 1247         | 1109         | 1052         |
| Continuing Graduate Students      | 528          | 539          | 504          | 547          | 615          |
| <b>TOTAL</b>                      | <b>2,916</b> | <b>2,554</b> | <b>2,451</b> | <b>2,294</b> | <b>2,358</b> |

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

*b. 5 years of headcount enrollment by race/ethnicity, gender, and country of origin*

| <b>Fall Term</b> | <b>International</b> | <b>Black</b> | <b>American Indian</b> | <b>Asian</b> | <b>Hispanic</b> | <b>Pacific Islander</b> | <b>White</b> | <b>Two or More</b> | <b>Unknown</b> | <b>Male</b>  | <b>Female</b> | <b>Total</b> |
|------------------|----------------------|--------------|------------------------|--------------|-----------------|-------------------------|--------------|--------------------|----------------|--------------|---------------|--------------|
| <b>2018</b>      |                      |              |                        |              |                 |                         |              |                    |                |              |               |              |
| Undergrad        | 11                   | 415          | 1                      | 21           | 349             | -                       | 1,276        | 62                 | 33             | 1,072        | 1,096         | 2,168        |
| Graduate         | 35                   | 91           | -                      | 3            | 56              | -                       | 543          | 14                 | 6              | 254          | 494           | 748          |
| <b>Total</b>     | <b>46</b>            | <b>506</b>   | <b>1</b>               | <b>24</b>    | <b>405</b>      | <b>-</b>                | <b>1,819</b> | <b>76</b>          | <b>39</b>      | <b>1,326</b> | <b>1,590</b>  | <b>2,916</b> |
| <b>2019</b>      |                      |              |                        |              |                 |                         |              |                    |                |              |               |              |
| Undergrad        | 11                   | 327          | 3                      | 21           | 309             | -                       | 1,084        | 45                 | 35             | 873          | 962           | 1,835        |
| Graduate         | 25                   | 83           | -                      | 4            | 48              | -                       | 551          | 11                 | 13             | 229          | 506           | 735          |
| <b>Total</b>     | <b>36</b>            | <b>410</b>   | <b>3</b>               | <b>25</b>    | <b>357</b>      | <b>-</b>                | <b>1,635</b> | <b>56</b>          | <b>48</b>      | <b>1,102</b> | <b>1,468</b>  | <b>2,570</b> |
| <b>2020</b>      |                      |              |                        |              |                 |                         |              |                    |                |              |               |              |
| Undergrad        | 7                    | 333          | 5                      | 24           | 297             | 1                       | 1,002        | 52                 | 31             | 766          | 986           | 1,752        |
| Graduate         | 22                   | 69           | -                      | 2            | 50              | -                       | 529          | 11                 | 16             | 211          | 488           | 699          |
| <b>Total</b>     | <b>29</b>            | <b>402</b>   | <b>5</b>               | <b>26</b>    | <b>347</b>      | <b>1</b>                | <b>1,531</b> | <b>63</b>          | <b>47</b>      | <b>977</b>   | <b>1,474</b>  | <b>2,451</b> |
| <b>2021</b>      |                      |              |                        |              |                 |                         |              |                    |                |              |               |              |
| Undergrad        | 21                   | 280          | 4                      | 14           | 247             | -                       | 867          | 40                 | 23             | 606          | 890           | 1,496        |
| Graduate         | 64                   | 77           | 1                      | 4            | 49              | 1                       | 566          | 16                 | 20             | 259          | 539           | 798          |
| <b>Total</b>     | <b>85</b>            | <b>357</b>   | <b>5</b>               | <b>18</b>    | <b>296</b>      | <b>1</b>                | <b>1,433</b> | <b>56</b>          | <b>43</b>      | <b>865</b>   | <b>1,429</b>  | <b>2,294</b> |
| <b>2022</b>      |                      |              |                        |              |                 |                         |              |                    |                |              |               |              |
| Undergrad        | 25                   | 293          | 4                      | 15           | 250             | 1                       | 838          | 40                 | 16             | 543          | 929           | 1,482        |
| Graduate         | 116                  | 85           | -                      | 4            | 66              | 1                       | 564          | 15                 | 25             | 268          | 608           | 876          |
| <b>Total</b>     | <b>141</b>           | <b>378</b>   | <b>4</b>               | <b>19</b>    | <b>316</b>      | <b>2</b>                | <b>1,402</b> | <b>55</b>          | <b>41</b>      | <b>811</b>   | <b>1,537</b>  | <b>2,358</b> |

*c. 5 years total credit hour production by Department/School*

\*\* Data is not available in the current factbook.

*d. Identify faculty-student ratio by College and Department/School, with explanation of disciplinary norms*

\*\* Data is not available in the current factbook.

**5. Degrees conferred**

*Include the following:*

- a. Total number of degrees conferred for most recent academic year*
- b. Total number of degrees conferred for most recent academic year per department and/or program*
- c. Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin*

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

| <b>Undergraduate Degree Program</b>                      | <b>Internati<br/>onal</b> | <b>Black</b> | <b>Americ<br/>an<br/>Indian</b> | <b>Asian</b> | <b>Hispanic</b> | <b>White</b> | <b>Pacific<br/>Islander</b> | <b>Unknown</b> | <b>2 or<br/>More</b> | <b>Male<br/>Total</b> | <b>Female<br/>Total</b> | <b>TOTAL</b> |
|----------------------------------------------------------|---------------------------|--------------|---------------------------------|--------------|-----------------|--------------|-----------------------------|----------------|----------------------|-----------------------|-------------------------|--------------|
| <b>COLLEGE OF EDUCATION<br/>&amp; HUMAN SERVICES</b>     |                           |              |                                 |              |                 |              |                             |                |                      |                       |                         |              |
| <b>Education</b>                                         | -                         | 4            | -                               | -            | 3               | 42           | -                           | 2              | -                    | 3                     | 48                      | 51           |
| B.S.Ed. in Elementary Education                          | -                         | 4            | -                               | -            | 3               | 33           | -                           | 1              | -                    | 3                     | 38                      | 41           |
| B.S.Ed. In Middle Level<br>Education                     | -                         | -            | -                               | -            | -               | 4            | -                           | -              | -                    | -                     | 4                       | 4            |
| B.S.Ed. in Special Education                             | -                         | -            | -                               | -            | -               | 5            | -                           | 1              | -                    | -                     | 6                       | 6            |
| <b>Health Sciences &amp; Social Work</b>                 | -                         | 20           | -                               | 1            | 4               | 18           | -                           | -              | 1                    | 7                     | 37                      | 44           |
| B.S. in Health Services<br>Management                    | -                         | 10           | -                               | -            | -               | 5            | -                           | -              | -                    | 4                     | 11                      | 15           |
| B.S. in Public Health                                    | -                         | 2            | -                               | 1            | 2               | 2            | -                           | -              | -                    | 2                     | 5                       | 7            |
| Bachelor of Social Work                                  | -                         | 8            | -                               | -            | 2               | 11           | -                           | -              | 1                    | 1                     | 21                      | 22           |
| <b>Kinesiology</b>                                       | 2                         | 6            | -                               | 2            | 3               | 33           | -                           | 1              | 2                    | 25                    | 24                      | 49           |
| B.S. in Athletic Training                                | -                         | -            | -                               | -            | 1               | 1            | -                           | -              | -                    | 1                     | 1                       | 2            |
| B.S. in Exercise Science                                 | 1                         | 6            | -                               | 2            | 1               | 19           | -                           | -              | 1                    | 19                    | 11                      | 30           |
| B.S. in Nutrition & Dietetics                            | -                         | -            | -                               | -            | -               | 4            | -                           | 1              | 1                    | -                     | 6                       | 6            |
| B.S. in Nutrition & Foodservice<br>Management            | -                         | -            | -                               | -            | -               | -            | -                           | -              | -                    | -                     | -                       | -            |
| B.S. in Physical Education K-12                          | 1                         | -            | -                               | -            | 1               | 9            | -                           | -              | 1                    | 5                     | 6                       | 11           |
| <b>Law Enforcement &amp; Justice<br/>Administration</b>  | -                         | 26           | -                               | 2            | 44              | 133          | -                           | 5              | 4                    | 128                   | 86                      | 214          |
| B.S. in Emergency Management                             | -                         | -            | -                               | -            | -               | 1            | -                           | -              | -                    | 1                     | -                       | 1            |
| B.S. in Fire Protection Services                         | -                         | -            | -                               | -            | 1               | 13           | -                           | -              | -                    | 13                    | 1                       | 14           |
| B.S. in Law Enforcement &<br>Justice Administration      | -                         | 26           | -                               | 2            | 43              | 119          | -                           | 5              | 4                    | 114                   | 85                      | 199          |
| <b>Recreation, Park &amp; Tourism<br/>Administration</b> | -                         | 4            | -                               | -            | 3               | 24           | -                           | -              | 1                    | 15                    | 17                      | 32           |
| B.S. in Hospitality Management                           | -                         | 1            | -                               | -            | -               | 1            | -                           | -              | -                    | 1                     | 1                       | 2            |
| B.S. in Recreation, Park &<br>Tourism Administration     | -                         | 3            | -                               | -            | -               | 23           | -                           | -              | 1                    | 14                    | 16                      | 30           |
| <b>TOTAL EDUCATION &amp;<br/>HUMAN SERVICES</b>          | 2                         | 60           | -                               | 5            | 57              | 250          | -                           | 8              | 8                    | 178                   | 212                     | 390          |



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

| <b>Graduate Degree Program</b>                             | <b>International</b> | <b>Black</b> | <b>American Indian</b> | <b>Asian</b> | <b>Hispanic</b> | <b>White</b> | <b>Pacific Islander</b> | <b>Unknown</b> | <b>2 or More</b> | <b>Male Total</b> | <b>Female Total</b> | <b>TOTAL</b> |
|------------------------------------------------------------|----------------------|--------------|------------------------|--------------|-----------------|--------------|-------------------------|----------------|------------------|-------------------|---------------------|--------------|
| <b>Counselor Education &amp; College Student Personnel</b> | 1                    | 4            | -                      | 1            | 2               | 42           | -                       | -              | -                | 13                | 37                  | <b>50</b>    |
| M.S.Ed. in Counseling                                      | 1                    | 3            | -                      | 1            | 1               | 22           | -                       | -              | -                | 11                | 17                  | 28           |
| M.S. in College Student Personnel                          | -                    | 1            | -                      | -            | 1               | 20           | -                       | -              | -                | 2                 | 20                  | 22           |
| <b>Education</b>                                           | -                    | 4            | -                      | -            | 4               | 91           | -                       | 1              | -                | 18                | 82                  | <b>100</b>   |
| M.S.Ed. In Curriculum & Instruction                        | -                    | 2            | -                      | -            | -               | 24           | -                       | -              | -                | 2                 | 24                  | 26           |
| M.S.Ed. in Educational & Interdisciplinary Studies         | -                    | -            | -                      | -            | -               | -            | -                       | -              | -                | -                 | -                   | -            |
| M.S.Ed. in Educational & Interdisciplinary Studies         | -                    | -            | -                      | -            | -               | 1            | -                       | -              | -                | 1                 | -                   | 1            |
| M.S. Ed. In Educational Studies                            | -                    | 1            | -                      | -            | 2               | 12           | -                       | 1              | -                | 2                 | 14                  | 16           |
| M.S. Ed. in Educational Leadership                         | -                    | -            | -                      | -            | 2               | 29           | -                       | -              | -                | 9                 | 22                  | 31           |
| Ed.S. in Educational Leadership                            | -                    | -            | -                      | -            | -               | 4            | -                       | -              | -                | 4                 | -                   | 4            |
| Ed.D. in Educational Leadership                            | -                    | -            | -                      | -            | -               | 4            | -                       | -              | -                | -                 | 4                   | 4            |
| M.S.Ed. in Reading                                         | -                    | 1            | -                      | -            | -               | 8            | -                       | -              | -                | -                 | 9                   | 9            |
| M.S.Ed. in Special Education                               | -                    | -            | -                      | -            | -               | 7            | -                       | -              | -                | -                 | 7                   | 7            |
| PBC in TESOL                                               | -                    | -            | -                      | -            | -               | 2            | -                       | -              | -                | -                 | 2                   | 2            |
| <b>Health Sciences &amp; Social Work</b>                   | 5                    | 6            | -                      | -            | -               | 8            | -                       | -              | 1                | 5                 | 15                  | <b>20</b>    |
| M.S. in Health Sciences                                    | -                    | 3            | -                      | -            | -               | 6            | -                       | -              | -                | 1                 | 8                   | 9            |
| PBC in Health Service Administration                       | -                    | -            | -                      | -            | -               | 1            | -                       | -              | 1                | 1                 | 1                   | 2            |
| Master of Public Health                                    | 5                    | 3            | -                      | -            | -               | 1            | -                       | -              | -                | 3                 | 6                   | 9            |
| <b>Kinesiology</b>                                         | 2                    | 3            | -                      | -            | 3               | 12           | -                       | 1              | -                | 15                | 6                   | <b>21</b>    |
| M.S. in Kinesiology                                        | -                    | -            | -                      | -            | -               | 3            | -                       | 1              | -                | 2                 | 2                   | 4            |
| M.S. in Sport Management                                   | 2                    | 3            | -                      | -            | 3               | 9            | -                       | -              | -                | 13                | 4                   | 17           |
| <b>Law Enforcement &amp; Justice Administration</b>        | -                    | 4            | -                      | -            | 7               | 14           | -                       | -              | 1                | 14                | 12                  | <b>26</b>    |
| M.A. in Law Enforcement and Justice Admin                  | -                    | -            | -                      | -            | -               | 3            | -                       | -              | -                | 3                 | -                   | 3            |
| M.A. in Public Safety Administration                       | -                    | 4            | -                      | -            | 6               | 11           | -                       | -              | 1                | 10                | 12                  | 22           |
| PBC in Police Executive Administration                     | -                    | -            | -                      | -            | 1               | -            | -                       | -              | -                | 1                 | -                   | 1            |
| <b>Recreation, Park &amp; Tourism Administration</b>       | -                    | 2            | -                      | -            | -               | 6            | -                       | 1              | 1                | 8                 | 2                   | <b>10</b>    |
| M.S. in Recreation, Park & Tourism Administration          | -                    | 2            | -                      | -            | -               | 6            | -                       | 1              | 1                | 8                 | 2                   | 10           |
| PBC in Event Planning & Management                         | -                    | -            | -                      | -            | -               | -            | -                       | -              | -                | -                 | -                   | -            |
| PBC in Event Planning & Management                         | -                    | -            | -                      | -            | -               | -            | -                       | -              | -                | -                 | -                   | -            |
| <b>TOTAL EDUCATION &amp; HUMAN SERVICES</b>                | 8                    | 23           | -                      | 1            | 16              | 173          | -                       | 3              | 3                | 73                | 154                 | <b>227</b>   |
| <b>TOTAL DEGREES CONFERRED</b>                             |                      |              |                        |              |                 |              |                         |                |                  |                   |                     | <b>617</b>   |

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

## **6. Retention of students**

*List retention initiatives*

### **Counselor Education & College Student Personnel**

Once students have begun either of the programs, the Department and student organizations hold numerous events to keep students engaged and connected to their studies. College Student Personnel hosts monthly alumni hour events that connect current students to professionals in the field. The student organization, WISPA, coordinates social events for current students on a regular basis. In Counselor Education, the student organizations, Chi Sigma Iota (honorary) and Counseling Association and the faculty offer educational sessions, alumni panels and social events as a means of increasing student engagement/ retention.

### **School of Education**

#### ***Undergraduate Students – Ideas for the Future***

1. Students who drop below a 2.5 GPA as pre-education majors and then 2.75 GPA once they have been accepted to TEP may appeal to take additional courses in their program. The UG committee works to develop a plan with each student they approve so they can continue. These plans are revisited twice per year.
2. The UG advisor and UG coordinator will work with those who are struggling academically before students reach probation status.
3. The director will identify those with failing grades and incompletes for follow-up strategies.
4. Maintain organizations like Kappa Delta Pi, the Rocket Club, Student Education Association, and the Council for Exceptional Children. CEC traditionally has a children's book initiative to raise money and also donates books around the country. We encourage our students to get involved in extracurricular activities.
5. Undergraduate students in conjunction with University Housing and Dining and the SOE director have set up a living arrangement for education majors in one of the residence halls.
6. Faculty strive to make personal connections. The UG committee has suggested to faculty to offer class points for civic and service activities in specific classes.
7. Students presenting with faculty at conferences.

#### ***Graduate Students – Ideas for the future***

1. At the time of the once-a-semester University Graduate School meeting, graduate program faculty in the School of Education (SOE) will meet afterwards to share and solicit information about retention and recruitment or other matters of importance.
2. Graduate program coordinators will make program updates available at the beginning of each semester after the 10-day enrollment period ends or upon request of the SOE Director. To facilitate transparency, each coordinator will submit the report to the Director of the School of Education/Dean as well as all of the graduate coordinators. The report will contain the breakdown of University defined "active" candidates enrolled in programs, areas of specialization, as well as those projected to graduate.
3. Program coordinators or graduate program advisors will meet with each candidate, after acceptance into the program but prior to enrolling into a course, in order to outline a course of study as well as to establish rapport. As necessary, if students are defined by the University as a "no show" in terms of enrollment into a course, then the program coordinator or advisor will attempt to follow up with the candidate to get them advised and enrolled. Students who have taken courses, but fail to enroll in subsequent semesters will be contacted by the graduate coordinator or advisor for each of the respective programs. Proper records/spreadsheets with this information will be maintained.  
[Should it be "are maintained"?]

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

4. The Program Advisory Committees will meet once per semester to discuss ideas for both retention and recruitment or other areas of concern.
5. Faculty will contact students who are not making satisfactory progress towards degree completion to: (a) offer consultation; (b) suggest a referral to the writing center and/or; © discuss options for taking an incomplete.

**Health Sciences & Social Work**

1. Welcome back ice cream social for department students.
2. Social Work Connections Events (social work topic presentations along with fellowship) – October 10 – Latinx Social Work Students and Alumni Panel: First-Gen Experience  
November 15 – Social Workgiving celebration (food from other cultures)  
March 1 – Kick off to social work month student gathering  
March 22 – Men in Social Work Panel
3. Social Work Student Association hosted a hotdogs and smores event for department students.
4. First Year student transition session – set up a zoom meeting to meet with first year students who were transitioning to the College (advisors, faculty).
5. Phi Alpha Social Work Honor Society offered study/mentoring times for social work students.
6. Organized training for public health students by the Columbia University Center for Disaster Preparedness and Response.
7. Social Work Student Association hosted a grad panel event.
8. Phi Alpha Social Work Honor Society hosted a panel of alumni to talk about the diverse fields in social work.
9. Social Work faculty along with the Counseling Center hosted a Conference – Increasing Cultural Competence with the LGBTQIA+ Community.
10. Social Work students created a scavenger hunt event for students.
11. Public Health graduate students attended the IL Public Health Association's Student Day in Springfield.
12. Twelve Social Work students participated in Social Work Advocacy Day.
13. Exploring Your Future in Social Work – This is a professional advising series that occurs twice a month. They have explored various Social Work topics including graduate school, CSWE and their accredited programs, writing essays for scholarships and graduate school, and self-care.
14. MPH Graduate Student Organization hosted journal clubs throughout the academic year. These events involved faculty from the department sharing their research and publishing tips with the MPH graduate students.
15. Health Sciences hosted a Graduation Party for all MPH spring graduates.

**Kinesiology**

1. Opened two new student resource centers in Brophy Hall: The Student Success Center in Brophy Hall 200A. The PETE Resources Room in Brophy Hall 230.
2. During Fall 22, conducted a Graduate Students Expectations seminar and survey.
3. During Fall 22, conducted a Diversity, Equity and Inclusion seminar and survey.
4. Hosted The American Drug Free Powerlifting Federation Single Event National Championships, March 4<sup>th</sup>, 2023 (Dr. Piper).
5. Hosted Unified Sports Festival, April 21<sup>st</sup>, 2023 (Drs. Gabbei and Wang).
6. Hosted the Western Illinois George Hermann Senior Olympics, April 27-28<sup>th</sup>, 2023 (Dr. Piper).
7. Renewed the WIU status of the National Strength and Conditioning Association-Education Recognition Program, a distinction we have held since the program's inception in 1999.
8. Participated in the Fall 22 Major - Minors Fair.
9. Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

10. Held Professional Development Event for PE teachers on Unified PE.
11. Fall 22 hosted 2 graduate students from UANL for a 10-week period where they shadowed athletic trainers in various athletic teams and therapists in the area (Advanced Rehab & Sports Medicine Services).
12. SP 23 hosted Dr. Carranza from UANL for a 2-week period.

**Law Enforcement & Justice Administration**

1. Engaging fraternity members in professional association conferences and events like IESMA and the State Emergency Operations Center in Springfield and the IESMA Training Summit.
2. Involving LEJA/ EM students in the Camera Essentials Course out of Peoria for criminalist minors.
3. Additionally, we have put on several UAS Part 107 and drone usage courses for students and professionals involved in EM, LEJA, Homeland Security, and FPS fields.
4. The LAE Fraternity visited the Peoria Coroner's Office.
5. The Investigator Fraternity has toured the Illinois State Police Academy and has visited the McDonough County Sheriff's Office and County Jail. Further, the Fraternity has hosted an FBI Cybercrimes expert, a Western Illinois Regional Counsel Victim Services expert, an Illinois Department of Natural Resources Conservation Officer and a female Pennsylvania State Patrol Trooper who discussed her role working undercover as a vice and narcotics investigator for over a decade.
6. The School participates in numerous Veteran related events and activities.
7. The School also works with legislative personnel and the Black Caucus on social justice reform and public safety concerns.
8. The Director Advises Pre-Law school students on LSAT exams and preparations.
9. The Director and faculty review and assist with resumes and interviews for career placement and planning.
10. Throughout the year faculty have conducted numerous TV and radio interviews, produced publications, accepted invitations for community presentations and class lectures from various institutions/universities, and provided a very visible social media presence through Linked In and the School's Facebook page where we advertise job openings for current and prior students.
11. Finally, the School has certified an instructor in the Quality Matters online teaching methodology (participated in 200+ hours of training and testing) and for the Juvare 9 software program ( 650 hours of training, tutorials and testing).

**Recreation, Park & Tourism Administration**

1. Weekly newsletter to current students making them aware of resources as well as upcoming events.
2. Monthly student focused social opportunities – examples of these events included: midterm potluck, Mardi Gras celebration, chili cookoff, share your favorite treats with special guest Santa.
3. RPTA Summer Opportunities Fair – students have the opportunity to find summer employment as well as network with potential future employers.
4. RPTA Professional Development Conference – students learn skills (academic as well as soft skills) important to the profession from alums as well as current leisure services professionals.
5. Experiential learning opportunities – throughout their programs students are actively involved in experiential learning opportunities such as (Adapted Activities for All; Camp Rocky; Foes for Families; Knoblauch Cafe).

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

**7. Recruitment of students**

*List recruitment initiatives:*

**Counselor Education & College Student Personnel**

The Department of Counselor Education and College Student Personnel engages in numerous recruitment and retention activities throughout the year. This past year, we have increased our social media presence in an effort to recruit more students as well as maintain contact with prospective students who inquire about the programs. We are utilizing the skills of our Graduate Assistants and student workers to assist us in staying up to date with social media. College Student Personnel enlisted the assistance of a consultant to assist with recruiting attempts this year. All on-campus student leaders in their final year of school were contacted with information about the program. Additionally, we have been presenting in undergraduate classes and meetings about both graduate programs. Counselor Education and College Student Personnel programs each held their major recruitment events (CSP Days and CNED screening interviews/experiences) in February.

**School of Education**

***Undergraduate Students - Ideas for the Future***

1. Attend all Discover Western recruitment events on Macomb and Quad Cities campuses or virtually.
2. Send out postcards to those who attended Discover Western events.
3. Send out e-mail messages to prospective students on databases provided by the Admissions Office (Accepted Students databases).
4. Work with SOE Scholarship Committee to be strategic in awarding scholarships to prospective students so that as many receive scholarships as possible and top students receive large amounts.
5. Personal tours of campus and Horrabin Hall are provided to those students and parents who could not attend Discover Western or who wish to attend a live meeting.
6. An SOE representative and Teacher Education personnel meet with community college counselors.
7. Students from local schools will be invited to campus
8. SOE personnel will be available to give talks in local schools about becoming a teacher and our teacher education programs when it is safe to do so.
9. Faculty will attend the WIU Teacher Fair (either live or virtually) to discuss our programs with administrators present.
10. Investigate a living learning arrangement in one of the WIU dormitories for education majors.
11. Investigate the possibility of creating a virtual information session(s) to drive prospective students in area high schools to interact with current teacher education students and faculty.
12. Create a new flyer highlighting our SOE undergraduate programs to distribute on social media and to area high school counselors.
13. Plan to make a professionally produced promotional video by interviewing recent graduates of WIU's teacher preparation program on the journey to teaching success. This could be shared on our SOE website as well as SOE's Facebook site.
14. Using the Freedom of Information Act to request contact information for schools in Illinois and contiguous states to share our program information with potential students.
15. Establishing Grow Your Own Teacher Programs/2+2 Programs with regional school districts/community colleges

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

***Graduate Students – Ideas for the Future***

1. Attend graduate school recruitment events when notified of interested parties in each specific program. This might extend to include open house events (virtual or face-to-face), alumni meetings or events sponsored by the graduate school. Follow up with attendees as necessary.
2. Distribute School of Education graduate program(s) flyers or website links to superintendents of school districts, Regional Offices of Education, or in-service teachers.
3. Hold phone conversations or Zoom meetings with interested program candidates.
4. Explore and consider hosting local area school informational meetings that pertain to any of the graduate programs.
5. As necessary, revise the graduate program flyer or website content so it can be distributed through various social media or other electronic means.
6. Arrange to produce area specific promotional videos through the Communication Department at Western Illinois University. Professionally edited videos can then be embedded into the School of Education or graduate program websites.
7. Explore the work of designing Facebook pages or Twitter handles in addition to graduate program websites. These platforms will be monitored and updated as needed.
8. For select programs, create program newsletters that will be posted either on the School of Education or program specific websites that emphasize news, current events or points of interest/pride.
9. Investigate the possibility of school district or Regional Office of Education partnerships for arranging individual or cohort enrollment into graduate programs.
10. Regularly visit GradSchoolMatch for potential candidates. Attempt to make contact through the internal messaging system. Update director profiles as necessary.
11. Once a year, establish a goal in terms of percentage growth for the upcoming school year. Figures could then be reported on a yearly basis as part of one of the programmatic updates submitted to relevant parties.
12. Process Graduate School transmittals and/or welcome letters in a timely manner as to not “lose” potential candidates to programs outside the institution.
13. Using the Freedom of Information Act to request contact information for schools in Illinois and contiguous states to share our program information with potential students.

**Health Sciences & Social Work**

1. Participated in the WIU Major & Minor Fair
2. Participated in all of the Discover Western Events.
3. Sent letters to admitted students.
4. Developed partnership with DCFS so that next year will be able to work with students on applying for the Pat McGuire Child Welfare Education Fellowship.
5. Explored a possible partnership with Memorial Hospital in Carthage to assist with recruiting nurses – B.S. in Health Services Management for nurses who have an associate's degree.
6. Social Work and Public Health students presented sessions at local high school (Macomb, Rushville) wellness days.
7. Social Work students presented at the Rushville Industry High School Career Fair on 3/3/23.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

**Kinesiology**

1. Approximately a 20% enrollment increase at the start of the Fall 22 semester from the Fall 21 semester.
2. Digital postcard campaign sent to prospective students, freshman admits and transfer students with 11,292 cards sent by April 10, 2023.
3. Assigned a graduate teaching assistant to manage and post items to department social media accounts and track analytics. Average social media engagement increases from February 9<sup>th</sup> 2023 through April 7<sup>th</sup> 2023: Facebook %1,049; Instagram %355; YouTube %250.
4. Tours of Brophy Hall with numerous prospective Exercise Science students during the F22 and SP23 semesters.
5. Sent out personalized, handwritten notes to all registered Exercise Science students.
6. Emailed the entire list of accepted Exercise Science prospective students on over five occasions; over 300 students each mailing.
7. Hosted The American Drug Free Powerlifting Federation Single Event National Championships, March 4<sup>th</sup>, 2023 (Dr. Piper).
8. Hosted Unified Sports Festival, April 21<sup>st</sup>, 2023 (Drs. Gabbei and Wang).
9. Hosted the Western Illinois George Hermann Senior Olympics, April 27-28<sup>th</sup>, 2023 (Dr. Piper).
10. Renewed the WIU status of the National Strength and Conditioning Association-Education Recognition Program, a distinction we have held since the program's inception in 1999.
11. Participated in the Discover Western Events during the Fall 22 and Spring 23 semesters.
12. Participated in the Fall 22 Major - Minors Fair.
13. Participated in the Fall 22 and Spring WIU Grad Program Expos.
14. Ongoing email contacts with every batch of accepted students interested in undergraduate programs.
15. Zoom calls with prospective students.
16. Personal tours of Brophy Hall for prospective students.
17. Developing strategies to partner with community colleges for a 2+2 agreement.
18. Membership on a university committee to recruit underrepresented students.
19. Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students.
20. Attracting students with the Scuba program. One of only a handful of universities to offer a scuba minor.
21. Participated in Health Fairs in the community.
22. Participated in Career Fairs at area high schools.
23. PE Program developed a recruitment video for YouTube.
24. Frequent posts on the WIU PETE Facebook page.
25. Held Professional Development Event for PE teachers on Unified PE.
26. Ongoing email contacts with every batch of accepted students interested in graduate programs.
27. MOU Agreement finalized with UANL for graduate program (Signed on 2/21/22).
28. Fall 22 hosted 2 graduate students from UANL for a 10-week period where they shadowed athletic trainers in various athletic teams and therapists in the area (Advanced Rehab & Sports Medicine Services).
29. SP 23 hosted Dr. Carranza from UANL for a 2-week period.
30. Promotional presentations in undergraduate Sport Management courses in nearby community and 4-year colleges and universities (e.g., Quincy University, Culver-Stockton College).
31. Attend career fairs.
32. Attend academic conferences to promote the programs.
33. Hosted a graduate student from UANL for a 4-week period where he shadowed athletic trainers in various athletic teams and therapists in the area (Advanced Rehab & Sports Medicine Services).
34. Actively posting up-to-date information to the department Student Acknowledgements bulletin board and Careers bulletin board about recent student achievements.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost’s Office: May 12, 2023**

**Law Enforcement & Justice Administration**

Major Recruitment efforts include: hosting 2 School of LEJA Open Houses, one in October that had approximately 440 admitted and interested students attending and one scheduled for March 21, 2023 which currently has approximately 250 admitted and interested students registered as of March 13, 2023.

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expert Presentations                                | <ul style="list-style-type: none"> <li>● Guest experts presented on counter-terrorism, homeland security, and private security from governmental and private sectors.</li> <li>● Fall 2022 Zoom guest speakers included:</li> <li>● September 15 – Quin Lucie, Senior Policy Analyst, DHS Office of Strategy, Policy and Plans – Division of Infrastructure, Risk and Resilience Chicago IL</li> <li>● Oct. 13 – Aaron Kustermann, Chief Intelligence Officer, Illinois State Police</li> <li>● Oct. 27 – Michael Breslin, Director, Strategic Client Relations, Federal Law Enforcement, LexisNexis Special Services, Inc.</li> <li>● Nov. 1 – Nick Steegmans, Lead Cryptocurrency Analyst, CipherTrace</li> <li>● Nov. 10 – Marcus Dabney, Revenue Senior Special Agent, Criminal Investigations Division, Illinois Revenue Service</li> </ul> |
| Career and Internship Opportunities                 | Using our active current student list-serve we provide immediate notice of all open employment positions sent to the School of LEJA from agencies throughout the world. We average about 5- 50 weekly notifications of job opportunities. These are also posted on the LEJA Facebook page.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Student Publishing                                  | Professors work individually with students to help them research, edit and publish scholarly articles. During this academic year 2 students published in peer-reviewed journals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Mock Interviews                                     | Sets of three faculty experts in student's respective areas meet to prepare students for oral interview assessments. The School has assisted approximately 35 students this academic year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Tutoring and class services<br>Real Time Statistics | Tutoring services are now available to students in each of the LEJA 303 Quantitative Techniques classes. One instructor has established additional lab hours to offer individual tutoring and the other professor uses a writing tablet connected to a laptop so students can see the professor calculate problems right on the paper. Students are able to see data as it is being analyzed in real time. Also, they see how curves, standard deviations, etc. change with changes in data or wrong choices of testing applications.                                                                                                                                                                                                                                                                                                            |
| Lambda Alpha Epsilon Fraternity                     | This fraternity, the largest of the LEJA fraternities, focuses its activities on using teamwork, skill sets, and leadership events.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Emergency Management Club (IESDA)                   | This fraternity focuses on engaging partners, (ambulance companies, hospitals, clinics, agencies) in hands-on experiences and networking opportunities, mentoring, and socializing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| One on One Mentoring                                | Most faculty provide one on one mentoring to students to assist with academic, physical, and mental requirements for specific careers within all LEJA programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Offense Writing Guide                               | This guide was created to assist students in professional report writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Real Life Disaster Reporting Assignments            | Conduct one on one meetings allowing students to rewrite and review papers to meet Law Enforcement standards Also presented at LAE and Investigator fraternity group meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost’s Office: May 12, 2023**

| <p>Honors Projects/ Extra Research</p>                                           | <p>Participating students develop a sense of belonging and connection with the profession at a meaningful level.</p> <p>The School encourages students to participate in the Honor’s College. The School of Law Enforcement and Justice Administration makes up approximately 24 to 14 percent (depending on the academic year) of the total honors students on campus. (Honors College,). The school has traditionally offered Honor’s courses annually. However, due to budgetary constraints and lack of faculty resources, the School of LEJA had to suspend offering honors courses this past year and a half. Annually the School hosts its own Honors Reception for LEJA students. Students with a GPA of 3.2 or higher are recognized. Further, the School supports numerous in course honors projects every semester.</p> <table border="1" data-bbox="532 758 1383 953"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>In course honor</td> <td>69</td> <td>88</td> <td>92</td> <td>77</td> <td>40</td> <td>44</td> <td>52</td> </tr> <tr> <td>Honor stu</td> <td>No data</td> <td>No data</td> <td>42</td> <td>157</td> <td>122</td> <td>107</td> <td>86</td> </tr> <tr> <td>LEJA %</td> <td></td> <td></td> <td>16.9%</td> <td>24.8%</td> <td>14.6%</td> <td>14.2%</td> <td>14. ^%</td> </tr> </tbody> </table> |         | 2015  | 2016  | 2017  | 2018  | 2019   | 2020 | 2021 | In course honor | 69 | 88 | 92 | 77 | 40 | 44 | 52 | Honor stu | No data | No data | 42 | 157 | 122 | 107 | 86 | LEJA % |  |  | 16.9% | 24.8% | 14.6% | 14.2% | 14. ^% |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|-------|-------|-------|--------|------|------|-----------------|----|----|----|----|----|----|----|-----------|---------|---------|----|-----|-----|-----|----|--------|--|--|-------|-------|-------|-------|--------|
|                                                                                  | 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2016    | 2017  | 2018  | 2019  | 2020  | 2021   |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |
| In course honor                                                                  | 69                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 88      | 92    | 77    | 40    | 44    | 52     |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |
| Honor stu                                                                        | No data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | No data | 42    | 157   | 122   | 107   | 86     |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |
| LEJA %                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         | 16.9% | 24.8% | 14.6% | 14.2% | 14. ^% |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |
| <p>Professional Liaisons</p>                                                     | <p>Professors participate in professional associations to keep current on skills and academic requirements to meet hiring standards and needs and to increase financial and equipment support.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |       |       |       |       |        |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |
| <p>Professional Development</p>                                                  | <p>The School offers an apprenticeship program to train emergency management students on how to utilize the Emergency Operational Center and how to use certain career specific software along with required social skills that go along with that field; Breakfast and lunch was provided.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |       |       |       |       |        |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |
| <p>Building Relationships</p>                                                    | <p>Partnered with IEMA, FEMA, IDOT, DHS, DOD, DIA, CDC, City Bank, Bank of America Threat Assessment, Illinois State Police, United Nations, Google, Legislative (State and Federal) and Private Security Partners. Etc. for internship, career, grant, and equipment partnerships.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |       |       |       |       |        |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |
| <p>Fire Department Instruction Conference, Indianapolis</p>                      | <p>Students participated in instruction events during the three day professional conference and recruited future students at the UG and G level.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |       |       |       |       |        |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |
| <p>IESMA, Alpha Phi Sigma, Minorities in Blue, and Investigator's Club, WEMS</p> | <p>Fraternities led by faculty and professionals afford students real life opportunities to network, experience, and engage in aspects of their future careers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |       |       |       |       |        |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |
| <p>Mental Health Outreach</p>                                                    | <p>Mental health presentations were conducted each semester to identify signs and action plans for assistance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |       |       |       |       |        |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |
| <p>Get a Taste of Fire Practicum</p>                                             | <p>Registrants participated in two full day interactive burn-based scenarios at the Quincy Training Center- one each semester.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |       |       |       |       |        |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |
| <p>Installing of Smoke Detectors</p>                                             | <p>Omega Gamma Phi (Fire Fraternity) installed 57 free smoke detectors as a public safety initiative to build teamwork and accomplish goals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |       |       |       |       |        |      |      |                 |    |    |    |    |    |    |    |           |         |         |    |     |     |     |    |        |  |  |       |       |       |       |        |

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost’s Office: May 12, 2023**

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Presentations to Alumni and Professionals | <ul style="list-style-type: none"> <li>● Presentations to the Illinois Association of School Boards (social emotional panel on cyber victimization and aggression),</li> <li>● a presentation on situational awareness and active shooter preparedness at IPWMAN conference,</li> <li>● a presentation on the evolution of modern police management for ILETSBEI, and</li> <li>● a presentation at the Illinois Community Risk Reduction Conference on the topic of Engaging At Risk Populations to Include the Hearing Impaired.</li> </ul>                                                                                                                                                                                             |
| Medivac Demonstrations                    | Medivac unit landed and a table-top disaster situation was presented to educate students on the reality of disaster management in the field.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| LEJA Career Fairs                         | Public Safety Agencies throughout the country advertised internships and employment opportunities for students One each semester with over 400 students attending the fall event. The spring event is set for April 25, 2023.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| LEJA Welcome to Campus Event              | Gave new students and transfer students the opportunity to meet and interact with colleagues and professors in an informal setting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Emergency Management Apprenticeship       | The School of LEJA began conducting Emergency Management Apprentice Training opportunities for any Major, Minor, or anyone interested in the field of Emergency Management in the fall 2022. These in-person meetings offer training on numerous skill sets needed in the field. Some example topics are human tracking methods, threat assessment platforms, WebEOC 9, advanced situational awareness (ASA), field survival, thermal camera and night vision usage, etc. Having firsthand knowledge of these platforms, tools, and skill sets strengthens the students’ professional portfolio and skill set capability. <u>During these sessions</u> students interface with professionals and utilize professional specific software. |
| Oral Interviewers for OPS                 | LEJA Professors serve on the oral board assessments for OPS to evaluate the education, ethics, and preparedness of future public safety personnel.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Sounding Board for Student Issues         | Professors frequently act as a sounding board and resource for referral for student issues on an assortment of problems and concerns dealing with the professional or personal life of students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Pre-law advising for students             | Professors individually meet with students interested in attending law school, review LSAC requirements, personal statements, and financial obligations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Power Test training                       | Professors provided guidance and instruction on the power tests used in the field to current students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Fire Truck Driving Simulator              | Students were given the opportunity to drive a fire truck using a simulator.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

- Developed and provided Online Training Modules for Careers in Criminal Justice System for High school students interested in WIU, LEJA
- August 30, 2022 Participated in Police Oral Boards for MPD
- September 2022 Trained Future EM Professionals IEMA Springfield II
- October 2022 Offered Situational Awareness and Active Shooter Preparation on the Workforce, for IPWMAN, Bloomington IL
- September 7, 2022 Participated in the Honors Ice Cream Social to welcome students

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- September 14 Participated in the Majors and Minors fair to assist students in deciding career options
- September 16, Participated in CASA partnership meeting
- September 29 Conducted a Quad Cities Recruitment Event with Public Safety Leadership
- October 27 Presented Cyber Aggression and Student Health Training for the Western Division of Illinois BOEs
- November 1, 2022 ILETSBEI - Taught in O'Fallon, IL Leadership
- November 2 Attended Carl Sandburg partnership and recruitment meetings
- November 7 Presented on law enforcement and traumatic stress to social work students and classes.
- November 10 Attended Spoon River Community College Career Expo
- November 14th – Participated in a full day recruitment event on the WIU Quad City Campus for Area Fire Science Students
- November 14 Attended a Virtual Open House with prospective undergraduate students
- November 15 Recruited at United Township Career Center - 5 classes related to Public Safety
- November 15 Participated in a Virtual Graduate Open House
- November 19th – Attended a Technology Center of DuPage Career Fair
- November 30 Conducted Mock Trial team judging in preparation of Regional Competition
- December 1 Conducted local Sheriff training on Bail Reform
- January 19th – Attended the Technology Center of DuPage Open House
- January 23rd – Attended the Bloomington Area Career Center Event
- February 2023 Trained Future EM Professionals: WIU's Approach to Preparation IEMA Region 6 Macomb, IL
- February 13, 2023 Conducted a Spoon River College Recruitment
- February 17, 2023 Presented 3 sessions to Macomb High School students concerning Cyber Safety and Unintended Consequences to your Health (recruitment event)
- February 24th – Presented full day sessions at LaSalle-Peru Technical Center for Recruitment-Forensic Investigations and Careers in Criminal Justice
- February 25, 2023 Presented Basic Police Academy Legal Training (8 hours) Springfield IL (Graduate Level Recruitment)
- February 10th – Met with Cary Grove High School to discuss course credit options for ISP cadets
- March 4 Competed with LAE Fraternity members at the Polar Plunge for Special Olympics fundraiser
- March 6, 2023 Discussed Civil Liability research project with Insurance Program Manager Group (IPMG) (ongoing major research project of national concern)
- March 6, 2023 Discussed potential partnership with Illinois State Police cadets
- March 7, 2023 Attended Putt Putt Golf Oakbrook recruitment event
- March 8, Attended Putt Putt Golf Oakbrook recruitment event with Chicago Police Explorers
- March 10. Conducted Public Safety Oral Board Review
- March 11 Attended Big Brothers/Big Sisters fundraising event
- March 21 LEJA Open House 300 + prospective student attendees
- March 22 Paramedic Advisory Board meeting scheduled
- March 28 School of LEJA Advisory Board meeting scheduled
- April 5, Women in Law Enforcement Conferences in Normal IL (3 presentations plus recruitment)
  - Surviving National Disasters in Law Enforcement
  - Women and Professionalism in Criminal Justice
  - Legal Update regarding the Safety, Accountability, Fairness and Equity-Today Act of 2021 and the revisions enacted for 2023. This presentation will discuss how this legislation affects law enforcement, corrections and the courts.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- April 6. Presentation of Sex Signals (Title IX) with Military Science
- April 10- Site visitation for Paramedic Accreditation
- April 10 - Get a Taste - Fire Practicum Recruitment event for High School Seniors - Quincy Regional Training Facility
- April 23- 29 Fire Department Instructors Conference, WIU students will provide support functions for the conference for networking and skills building
- Retention- All LEJA Honors students received a certificate to celebrate their academic accomplishments
- April 29 Blue Line Ball- recruitment
- April 26 IVVC, Sandwich II Technical School full day recruitment sessions
- Additional in-person recruitment activities at the following institutions/places in 2022 included: Dunlap High School, Dunlap Fire Department, Morton Police Department, Islamic Community of Peoria
- Recruited two students from Kazakhstan.
- Initiated and monitored MOU with Al-Faraby University from Kazakhstan.
- Initiated and monitored MOU with San Francisco University from Ecuador.
- June 6, 2023 IDOT recruitment and job fair
- Also visited area schools to include, Moline, West Prairie, Illini West, Rushville/Industry, Pekin High School, Lake County Tech Center, SRC, Highland CC, and ICC, etc. to meet in person with the advisers and school counselors
- Participated in the Educational Summit and Regional Board of Education School Board Meetings for the Western Division of Illinois Schools
- Attended the Illinois Valley Central District (IVC) College and Career Fairs to promote all of the School's programs

For the FPS Program alone the School has:

- Conducted Zoom Presentations - The Scholarship Scene
- Manned a Recruitment Table - Illinois Fire Chiefs Conference
- Hands-on activities - Emergency Management Recruiting Event
- Hands-on activities - Experience QRTF Event
- Hands-on Activities - Career Fair Rushville
- Face-to-Face Presentations –All Discover Western Events
- Zoom Presentations - Lake County Technical School x 3
- Hands-on Activities - Student Activity Fair

Additionally, the School sends out regular correspondence to all interested potential students concerning the latest news from our programs and courses.

Furthermore, the School posts all employment opportunities on our Facebook page for current and recent graduates to review. We average between 3 – 10 posts per week.

- Director/Faculty meet with 5 – 10 students and their families per week on campus to discuss our programs and degree options.
- Faculty facilitates the mock trial competition at ISU and at Mississippi College
- Director/Faculty presents to MYLO student groups.
- Director /Faculty presents to Boy Scout groups.
- Director /Faculty presents tours of crime lab and EOC to visiting dignitaries.
- Director /Faculty presents interactive demonstrations to Police and Fire Explorer groups.

The School is also working toward a partnership with the Macon County Law Enforcement Training Center to offer internship assistance in attending the police academy to enable the students to be marketable for immediate hire by small law enforcement agencies unable to find academy slots.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

**Recreation, Park & Tourism Administration**

- Discover Westerns
- Major/Minor Fairs
- 2+2 Agreements with College of DuPage and Scott Community College
- 2+2 negotiation with Joliet Community College
- Transfer Articulation Conference
- Participated in Career day at Spoon River College
- Hosted 300 8th graders from Galesburg at Horn Field Campus
- Provide the instructor for the Western Area Career Systems Foods Course for local high school students

**8. Recruitment and retention of faculty and staff**

*Describe the following:*

*a. Initiatives to retain faculty and staff*

Schools/departments were asked to establish mentoring partnerships with new faculty.

Information regarding tenure and promotion was shared with new faculty early in the fall semester to help prepare them for the portfolio process.

Interim Associate Dean Polubinsky helped to facilitate the Research Colloquium. Although we were only able to get a couple of presentations implemented, Dr. Polubinsky was successful in creating a small ad hoc committee to assist with brainstorming ideas for increasing participation. We did have one undergraduate student present.

The COEHS Faculty Advisory Council was implemented again this academic year. It had not been utilized for several years. The group helped to facilitate and promote the College Excellence awards as well as edit the Constitution. In addition, based on the recommendations of this committee, the Dean's Office provided snack appreciation baskets to COEHS school/department offices at the end of both the fall and the spring semesters.

*b. Plans to hire faculty and staff*

Adequate staffing has been and continues to be a challenge for the College. During this academic year there were four open civil service positions. One Office Manager has been hired and the others are in various stages of process. There are currently two permanent internal Director/Chair searches that are currently in process. Two other departments will have interim chairs again this academic year. Faculty hires included: one Unit A Counseling Education faculty member, one Unit A Law Enforcement and Justice Administration faculty member, one Unit A Emergency Management faculty member, and one Unit A Sport Management faculty member. Due to resignations, retirements, and program expansion, we are seeking additional faculty for Health Sciences, Education, and Kinesiology.

**9. Courses**

*Include the following:*

- a. Total number of general education courses*
- b. Total number of FYE courses*
- c. Total number of major courses*
- d. Total number of independent study, internship, and other courses*



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost’s Office: **May 12, 2023**

- e. Total number of graduate courses
- f. Number of courses offered through Macomb campus
- g. Number of courses offered through QC campus
- h. Number of courses offered through Online campus

|                         | Spring | Summer | Fall |
|-------------------------|--------|--------|------|
| Gen Ed Courses          | 41     | 9      | 46   |
| FYE Courses             | 2      | 0      | 6    |
| Major Courses           | 145    | 13     | 204  |
| Independent Study       | 13     | 17     | 24   |
| Internship              | 30     | 18     | 24   |
| Other                   | 110    | 49     | 81   |
| Graduate Courses        | 147    | 67     | 125  |
| # Courses-Macomb Campus | 233    | 0      | 271  |
| # Courses-QC Campus     | 27     | 4      | 19   |
| # Courses-Online        | 210    | 119    | 208  |
|                         |        |        |      |

**10. Number of new and revised academic programs**

*Include the following:*

- a. *New major options (include audience for the program and aspect of mission served by the program)*

**Master of Practitioner Option** – Recreation, Park, and Tourism Administration – This option is geared toward full-time working professionals including enhanced opportunities for collaborative projects, applied experience design, and experiential learning that incorporates current employment. The option will utilize technology based instructional methods designed for adult learners including Zoom-based instructional delivery.

**Alternative Licensure** – Master of Arts in Teaching, new licensure options this academic year:

- Middle Level, Grades 5-8, Mathematics
- Middle Level, Grades 5-8, Social Sciences
- Middle Level, Grades 5-8, English Language Arts
- Middle Level, Grades 5-8, Science
- Early Childhood, Birth-Grade 2
- History, Grades 9-12
- Music, P-12

The Master of Arts in Teaching/Alternative Licensure Program was developed to address the ongoing teacher shortage. The program provides an alternative path to full licensure via taking courses, being provisionally licensed, and participating in a two year paid residency program which counts as a candidate’s student teaching experience.

Paperwork will soon be submitted to the state board of education requesting approval to add a P-12 art education program that will be available Fall of 2023.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

An Integrated Baccalaureate and Master's Degree was approved between the Kinesiology major at Augustana College and WIU's Sport Management Program.

An Integrated Baccalaureate and Master's Degree was approved for Emergency Management.

*b. New minors (include audience for the program and aspect of mission served by the program)*

COEHS did not create any new minors during 2022-2023.

*c. New certificates, emphases, or other (include audience and aspect of mission served)*

B.S. in Nutrition and Dietetics has been reclassified from CIP code 51.3101, Dietetics/Dietitian to CIP code 30.1901, Nutrition Sciences. This change makes the degree have more of a STEM focus which will attract additional international students to our programs.

PBC in Event Planning and Management is now being offered fully online. This will make this certificate much more appealing to working professionals.

## **11. Eliminated academic programs**

*List eliminated majors, minors, other*

COEHS did not eliminate any majors or minors.

## **12. Faculty activities**

*Include the following:*

*a. Achievements*

- Dr. Katherine Perone named as one of 30 Commissioners on the Council on Social Work Education Commission on Accreditation.
- Dr. Maureen Bezold - runner up on the best research to practice abstract in Health
- Hosted The American Drug Free Powerlifting Federation Single Event National Championships, March 4<sup>th</sup>, 2023 (Dr. Piper).
- Hosted Unified Sports Festival, April 21<sup>st</sup>, 2023 (Drs. Gabbei and Wang).
- Hosted the George Hermann Western Illinois Senior Olympics, April 27-28<sup>th</sup>, 2023 (Dr. Piper).
- Held Professional Development Event for PE teachers on Unified PE.
- Nutrition and Dietetics boasts a high placement rate (above national average) for supervised internships.
- Administration Practice at the American Public Health Association Annual Meeting.
- Professor Henning was appointed a member of the FESHE Bachelor Committee Work Group.
- Pheiffer:
  - Horn Field Campus, under the direction of Mindy Pheiffer continues attract hundreds of people (many potential students) to use its services
  - More than 60 groups visited between May and December of 2022 to participate in unique programs that support leadership and group development surrounded by nature. Visitor groups included sports teams, FFA groups, Scout groups, and students from other institutions of higher education visiting from the Macomb/QC region and the Chicago suburbs.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- Horn hosted a fall WIU LIFE (Learning is ForEver) class, Hike and Learn about Natural Resource Management at Horn Field Campus. It consisted of a walkabout at Horn to learn more about the natural resource management (NRM) practices which, with the efforts of many students, faculty, friends and volunteers over the past fifteen years, have helped to preserve this local treasure.
- Horn Field Campus held its ribbon cutting and donor recognition event for the Lupton Outdoor Education Building project, Phase I, on October 21, 2022. Approximately 70 attended including President Huang, Provost Zohgi, Mayor Inman, BOT chair Doug Shaw and members Carin Stuts, Polly Radosh, along with other campus dignitaries and most of the major donors. This event was also a reunion for the first semester-long EE (expedition experience) class, started by Dr. Lupton in 1976.
- Phase Two of the Lupton building project is in the works which includes a restroom addition for our outdoor guests. Fundraising efforts are on-going. Also plans are in the works to enhance the internet capability in the Lodge which will offer better access for classes and retreats.
- The Environmental Service Club (ESC) has maintained its status as a recognized WIU student organization and continues to be involved in campus and community clean ups. A former ESC president and WIU alumna who is involved with Keep Nature Wild has partnered with the current ESC group to hold an Earth Day 2023 clean up event at Spring Lake.
- Large group highlights: The FFA Section XI Forestry Competition and Leadership Training day was hosted at Horn in the fall with more than 100 regional high school students and teachers in attendance. Horn was also the host site for the Fall Student Leadership Retreat co hosted with the Office of Student Engagement, and an upcoming field trip is scheduled for approximately 300 sixth graders from Galesburg in May.
- Broughton:
  - A practical application of civic learning to include alumni students and communities, (Program ID-99477), for the 2022 Civic Learning and Democratic Engagement Meeting Organized by ADP and NASPA.
  - Alternative Breaks as a Life-long High Impact Practice, (Program ID-99478), for the 2022 Civic Learning and Democratic Engagement Meeting Organized by ADP and NASPA.
- Cassidy:
  - Updated Servsafe Managers Certification and Proctor Certification
  - Updated ServSafe Allergen Certification
  - Updated BASSET Online Alcohol Server Certification
  - Exceptional Teaching Performance for the past 8 years
  - WACS Instructor for 19 years
  - Managing demonstration and corporate kitchens
  - Catering class (HM 356) prepared 2 etiquette dinners for the department
  - Catering class prepared Regional Office of Education a boxed lunch for 100
  - HM 251 Knoblauch Cafe serving face to face meals as well as take out for 2023
  - Recognized for 20 years of service to WIU
- Doh:
  - Board member of the Korea Marketing Management Association
  - Board member of the local Convention and Visitors Bureau,
  - Developed 2+2/3 agreements with the School of Hospitality Leadership at the College of DuPage.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- Eggleston:
  - Students - Assisted in creating the first annual Recreation for ALL - Disabled Athletes in Action in September. This event was held at the student recreation center and was open to the students and public to experience and explore the different aspects of disabled sports. There was experiential learning by trying out different sports, a Q and A with athletes, coaches, paralympics athletes and coaches, and a scrimmage with two great teams.
  - Participated in the ILRTA Student Networking Opportunity in December which offered 30 students from multi state universities to attend a Q and A panel with 3 different levels of TR practitioners.
  - Participated in facilitating and assisting with many program opportunities to learn about TR through the collaboration with the McDonough County SRA , The Lamoine Center, and Mosaic.
  - Created and presented the ILRTA Student Networking Opportunity in December with a TR colleague from Aurora University as well as 3 great practitioners from the TR field.
  - Continued collaboration with the McDonough County SRA and the department by providing internship and volunteer opportunities as well as a quality organization for students to complete their fieldwork experience requirements for the TR courses as well as other majors.
  - Continued collaboration with the Lamoine Center to assist with facilitation of their programming with the TR students to assist in enriching their experiences needed for the field.
  - Planning and facilitating the PDC in person this year and creating many opportunities for the alumni to network with the RPTA students who will be attending.
- McLean:
  - Appointed as a member of the Executive Committee of the Experience Research Society (EXPRESSO), a research organization composed of academicians and experienced design industry practitioners, the mission of which is "To foster cross-disciplinary collaboration around experiences to create scientific and societal impact".
- Megan Owens was a recipient of a 2022 Community Quality of Life Award for the City of Macomb.
- Piletic: 2022 Western Illinois University – College of Education and Human Services Award for Excellence in Scholarly/Creative/Performing/Professional Activities
- Robinette:
  - Co-chair for the WIU Athletics Strategic Planning Committee.
  - Strategic planning committee member for ODES/CITR.
  - Recipient of the Provost Award for Academic Excellence 2021-2022 in University/ Community Services

*b. Professional development*

- Back to school event focused on first generation students – some general information was shared with all who were in attendance.
- The College continues to offer a Research Colloquium for faculty to participate.
- Rashmi Sharma has offered website training for faculty across the College.
- Rashmi Sharma has initiated an ad-hoc committee to discuss artificial intelligence - challenges as well as opportunities.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- The College provided support for conference presentations through the College Travel Award.
- Hosted one-day Physical Education Professional Conference.
- Social Work and the Counseling Center co hosted a LGBTQIA+ Conference which included a presentation by Dr. Haley Wikoff, Asst. Professor in Counselor Education
- RPTA hosts a Professional Development Conference every spring.
- A few times during the academic year, the College sent information to faculty on free webinars. Webinars have included Cybersecurity Training, Impact of Stress on Leadership.

*c. Outreach and significant service*

- Dr. Sebastian Szyjka & Dr. Abha Singh assisted with the Western Illinois Science Olympiad in February 2022.
- Western Illinois University (WIU) elementary student teachers, along with Dr. José Manuel Pavez, recently partnered with Silvis School District #34 to host a successful Math and Science Family Night at George O. Barr School on March 9th. The evening's centerpiece was an engaging predict-observe-explain (POE) activity designed by the WIU elementary student teachers. This interactive learning experience provided students and their families an opportunity to make predictions, observe outcomes, and analyze scientific phenomena together.
- Dr. Sharon Stevens (2022-2023). Executive Director for the Midwestern Educational Research Association.  
Dr. Rashmi Sharma (2022-2023). Mid-Western Educational Research Association (MWERA) President-Elect for 2023 MWERA Annual Conference
- Dr. Rashmi Sharma (2021-2022) Oct 2021-22 Vice President and Program Chair for 2022 MWERA Annual Conference  
Dr. Abha Singh hosted the KDP ceremony for SOE students in May 2022.
- Dr. Yuki Hasebe: Community health promotion activities in collaboration with the WIU Recreational center: Instructing zumba/dance special events 1. Zumba dance in glow sessions at the Rec center: February 7, April 11th and 2 sessions in the Fall semester 2. The women's month celebration at the Multicultural center March 28th
- Developed partnership with DCFS so that next year will be able to work with students on applying for the Pat McGuire Child Welfare Education Fellowship.
- Explored a possible partnership with Memorial Hospital in Carthage to assist with recruiting nurses – B.S. in Health Services Management for nurses who have an associate's degree
- Social Work and Public Health students presented sessions at local high school (Macomb, Rushville) wellness days.
- Social Work students presented at the Rushville Industry High School Career Fair on 3/3/23.
- Hyllegard: Digital postcard campaign sent to prospective students, freshman admits and transfer students with 11,292 cards sent by April 10, 2023.
- Participated in Health Fairs in the community.
- Participated in Career Fairs at area high schools.
- Completed a 4+1 Integrated bachelor's to master's programs with Augustana College and WIU's Sport Management Program.
- The Sport Management program has been approved to offer the degree on the second campus.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- The Sport Management program has established a strong partnership with the Bett Plex (TBK Bank Sports Complex) in the Quad Cities region to offer external graduate assistantships.  
Hosted 2 School of LEJA Open Houses
- LEJA partnered with IEMA, FEMA, IDOT, DHS, DOD, DIA, CDC, City Bank, Bank of America Threat Assessment, IL State Police, United Nations, Google Legislative and Private Security Partners for internship, career, grant and equipment partnerships.
- Presented on law enforcement and traumatic stress to social work students and classes.
- Presented 3 sessions to Macomb High School students concerning Cyber Safety and Unintended Consequences to your Health (recruitment event)
- The School of LEJA is also working toward a partnership with the Macon County Law Enforcement
- Megan Owens: Coordinated the Summer Opportunities Fair; 120 students attended; Camp professionals indicated this job fair provides a high-quality experience.

*d. Research (books, articles, conference presentations, other)*

- Dr. Lindsay Meeker was awarded grants, to date, totaling nearly \$30,000,000 dollars for ECH initiatives associated with the School of Education as well as the Center for Best Practices in Early Childhood Education
- Dr. Curtis Simonson attended a School Board Conference and is working on 2 publications in the area of Educational Leadership.
- Pavez, J., Navy, S., Luft, J., Ayano, E., & Prince, A. (2023, Apr 18-21). Facing challenges as a new teacher: The case of new science teachers building up resilience in their early years of teaching. [Paper presentation]. National Association for Research in Science Teaching (NARST) Annual International Conference, Chicago, Ill, United States.
- Dr. Pavez is part of an NSF NOYCE grant #2243323: Building a Pathway for Recruiting and Preparing STEM Teachers in Rural West Central Illinois.
- Delany-Barmann, G., Paciotto, C., Lee, B., Meeker, L. Building Evidence to Increase Rural Learner Success. Ascendium Foundation. \$311,100.
- McIlvaine-Newsad, H., & Delany-Barmann, G. Kaleidoscope Vision: shifting perspectives on disaster research and care of applied researchers. American Anthropological Association. Seattle, WA. November 10
- McIlvaine-Newsad, H., Delany-Barmann, G., Saéz, Y. & Pensón, V. (under review) Marginalized, Colonized, and Resilient: Contesting Disasters One Breath at a Time.
- Delany-Barmann, G., & Mcilvaine-Newsad, H. (2022). Cultivating Change in the Curriculum through International Faculty Development, in J. Weiss & H. Haldane (Eds.), Transforming and Reshaping General Education in Higher Education. Routledge.
- Sharma, R. (2023, Apr 16) Rural Women's Education and Empowerment Program in India: An Appreciative Inquiry [Paper Session]. American Educational Research Association (AERA), Chicago, IL
- Butcher, S., Yang, P., & Sharma, R., (2023, Apr 13) Developing a Social and Emotional Learning Curriculum: A Quantitative Inquiry from Secondary Students' Perspectives [Paper Session]. American Educational Research Association (AERA), Chicago, IL
- Wan, G., Sharma, R., Walker, A., Habib, A. & Hendrix, R. (2023, Apr 12) Global teaching and learning experience in China: Perspectives from teacher and leadership candidates [Paper Session]. Chinese American Educational Research and Development Association (CAERDA), Chicago, IL



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- Yeh, E. & Sharma, R. (2022, Oct 20). Overcoming online barriers during disruptive times: Fostering cognitive presence of English language learners through Flipgrid [Paper Session]. Mid-Western Educational Research Association (MWERA), Cincinnati, OH
- Yuki Hasebe. The COEHS faculty and student research colloquium Presentation: *A New Look at the Parent-Child Relationship from the View of Quantified Moral Psychology* Date: Nov the 3rd Thursday Noon – 1:05 PM on zoom
- McLean, Rebecca A. (Newgent), Donald J. McLean, and Victoria E. Kress. 2022. Meaningfulness and Selecting Clinical Mental Health Counseling as a Career: A Cross-Sectional Pilot Study of Master's Students and Recent Graduates [Advance Online Access; February 4]. *The Journal of Humanistic Counseling*, <https://onlinelibrary.wiley.com/doi/10.1002/johc.12182>.
- Rausch, Meredith A., and Haley D. Wikoff. 2022. Case Study for Counseling Same Sex Couples Through the Fertility Process: Jane and Kelsey. In *Research Anthology on Inclusivity and Equity for the LGBTQ+ Community*, ed. Information Resources Management Association, 441-58. Hershey, PA: Information Science Reference.
- Rausch, Meredith A., and Haley D. Wikoff. 2022. Protective Relational Factors of Lesbian Couples Navigating the Fertility Process [Advance Online Access; February 18]. *Journal of Homosexuality*, <https://doi.org/10.1080/00918369.2022.2042660>.
- Wikoff, Haley D., and Susannah M. Wood. 2022. Enhancing Social Capital: The Role of the School Counselor-Principal Alliance in School Counselor Advocacy Activities for Lesbian, Gay, Bisexual, Transgender, and Questioning or Queer Students. *Professional School Counseling* 26, (1c): 1-10, <https://doi.org/10.1177/2156759X221134666>.
- Agboola, J.O. Ayosanmi, O., Mogbojuri, O., & Bezold, M. (2022). Uptake of screening mammogram in West Central Illinois during the COVID-19 pandemic: Lessons learned. *Oncology in Clinical Practice*, 18(4), 211-218.
- Akinyemi, O., Babatunde, O., Weldeslase, T. A., Akinyemi, I., Akinwumi, B., Oladunjoye, A. F., Ogundare, T., & Bezold, M. (2022). Association between obesity and self-reported depression among female university students in the United States. *Cureus*, 14(11).
- Akinyemi, O., Adelekan, O., Omokhodion, O., Ola, B.N., Tanna, R., Akingbule, A. Utomi, A. Fasokun, M. E., Violet, O.A., Chioma, S.I.S, & Bezold, M. (2023). Impact of obesity on college student academic performance: A comparison between the United States and Nigeria. *Edition 63 Obesity and Body Image*, <https://hphr.org/edition-63/>.
- Piper, T., Radlo, S., Gerhardt, K., Brooks, D., & Schnaiter, J. (2023). The Effects of Deception on Maximal Strength, Goals, and Physical Self-Efficacy. *International Journal of Strength and Conditioning*, 3(1).
- Waller, M., Bonder, I., Tangeman, M., Shim, A., & Piper, T. (2023). Integration of Clean Variations, Progressions, and Application in Strength and Conditioning Programs. *NSCA Coach*, 10(1): 6-13.
- Kovacs, C. & Dhom, C. (2022) "Effects of a Demand-Valve SCUBA Regulator on Cardiorespiratory Response During Submaximal Exercise Under Normobaric Conditions: A Preliminary Investigation," *International Journal of Aquatic Research and Education*: Vol. 13: No. 4, Article 2. DOI: <https://doi.org/10.25035/ijare.13.04.02>
- Lee, J. Y., Gang, A. C., Kim, T. Y., Park, J., Cho, E. A., & Park, J. Y. (2022). Effective strategies for system improvement in K-League youth system. *International Journal of Human Movement Science*, 16(3), 31-44.
- Maharjan, P., Hyllegard, R., Narvaez, M., & Radlo, S.J. (2022). Transfer of Motor Skills: A Comparative Study of College-Level Musicians and Athletes. *International Journal of Motor Learning and Control*, (4),3

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- Piper, T., Moore, M., & Lukkarinen, M. (2022). Descriptive Investigation of Exercise-induced Nausea and Self-Treatment. *Journal of Australian Strength & Conditioning*, 30(02): 16-22.
- Piper, T., Furman, S., Smith, T., & Waller, M. (2022). Establishing Normative Data for 10RM Strength Scores in College-Aged Females. *International Journal of Strength and Conditioning*, 2(1):1-15.
- Bories, Tamara L., Randal Hyllegard, Pratistha Maharjan, and Jasmine A. Brown. 2022. The Effect of Self-Awareness on the Ability to Recognize Personal Motion. *Journal of Human Sport & Exercise* 17, (4): 882-93, <https://doi.org/10.14198/jhse.2022.174.15>.
- Murray, Donal, Randall E. Keyser, Lisa M. K. Chin, Thomas C. Bulea, Clinton J. Wutzke, and Andrew A. Guccione. 2022. EMG Median Frequency Shifts Without Change in Muscle Oxygenation Following Novel Locomotor Training in Individuals with Incomplete Spinal Cord Injury. *Disability & Rehabilitation* 44, (1): 52-8.
- Park, Jin, and Antonio S. Williams. 2022. Perceived Barriers to Careers in Sport and Stereotypes Toward Women in Sport: Exploring Division I Female College Athletes' Experiences in Athletic and Educational Settings. *Journal of Issues in Intercollegiate Athletics* 15: 1-23, <https://csrijiia.org/>.
- Raabe, Johannes, E. Earlynn Lauer, and Matthew P. Bejar. 2022. Mental Toughness in Youth Sport Coaches: A Phenomenological Exploration. *Journal of Applied Sport Psychology* 34, (6): 1170-90.
- Sonkeng, Katja. 2022. Review of The Digital World of Sport: The Impact of Emerging Media on Sports News, Information, and Journalism by Sam Duncan. *Journal of Sport Management* 36, (5): 513-4.
- Kule, A., Ekici, N., Ozer, M. and Gultekin, S. (2022 in press). *Fear and Risk Perceptions of College Students Regarding Terrorism* (Ed.). *Understanding Deviance, Crime, Social Control, and Mass Media: The Construction of Social Order*. Lanham, Maryland: Hamilton Books of Rowman Littlefield.
- Schafer, J. & Karlins, M. (June 2022). Taillés en bits et en pièces. Que pouvons-nous apprendre d'un exemple d'espionnage d'entreprise? *Cyber Security Trends*, 68-74.
- Ekici, N. (2022). TV News Coverage: Year two of pandemic continues to hinder law enforcement. <https://khqa.com/news/local/year-two-of-pandemic-continues-to-hinder-law-enforcement>
- Alexander, D. and Ekici, N. (2022). COVID-19 and perceptions of police: Updated survey results and implications. *Security Magazine*. <https://www.securitymagazine.com/articles/96956-covid-19-and-perceptions-of-police-updated-survey-results-and-implications>
- Schafer, J. (November 2022) How to ID deceptive speech. *Psychology Today Magazine*.
- Alexander, Dean C., and Caden S. Buettner. 2022. Parliaments Under Attack Worldwide-Extremism, Riots, Vaccine Mandates and Violence. *Security*, February 9, <https://www.securitymagazine.com/articles/97055-parliaments-under-attack-worldwideextremism-riots-vaccine-mandates-and-violence>.
- Alexander, Dean C., and Caden S. Buettner. 2022. Truck Convoys as a Modality of Political Protest and Potential Violence. *Security*, October 19, <https://www.securitymagazine.com/articles/98494-truck-convoys-as-a-modalityof-political-protest-and-potential-violence>.
- Alexander, Dean C., and Natalie Starczowski. 2022. American Disenchantment and Disinformation Ushering Political Violence and Fracturing Our Democracy. *Security*, November 9, <https://www.securitymagazine.com/articles/98599-american-disenchantment-anddisinformation-ushering-political-violence-and-fracturing-our-democracy>.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- Ekici, Niyazi, Huseyin Akdogan, Robert F. Kelly, and Sebahattin Gultekin. 2022. A Meta-Analysis of the Impact of Community Policing on Crime Reduction. *Journal of Community Safety & WellBeing* 7, (3): 111-21, <https://doi.org/10.35502/jcswb.244>.
- Kelly, Robert F., and Dean C. Alexander. 2022. Insights from Comparing Pre-Attack Variables in the Las Vegas Mass Shooting with Ideologically Motivated Violent Extremist Attacks. *Perspectives on Terrorism* 16, (3): 37-49.
- Kim, H. M., Cho, K. H., Choi, Y G., Lee, J., & Hwang, J. (2021) Corporate Social Responsibility reporting in the Casino Industry: A Content Analysis. *Sustainability*, 13(20), 11185. <https://doi.org/10.3390/su132011185>
- McLean, R. A. (Newgent), McLean, D. J., & Kress, V. E. (2023). Meaningfulness and selecting clinical mental health counseling as a career: A cross-sectional pilot study of master's students and recent graduates. *The Journal of Humanistic Counseling*, 62, 2– 14. <https://doi.org/10.1002/johc.12182>
- Zdroik, J., Veliz, P., & Piletic, C. (2022). Invisible athlete: Understanding the provision of disability sport in the US schools. *Pediatrics*. doi: 10.1542/peds.year-id#
- Porter, R. & McIlvaine-Newsad, H. (2022). ‘If I get Corona, I get Corona’: COVID-19 protocols and beach tourism in Pinellas County, Florida. *Leisure/Loisir*. DOI: 10.1080/14927713.2022.2157320
- Robinette: Chapter accepted in a textbook that will be published soon. The textbook: *Thoughts/Reflections on leisure: A reader for the 21st century*.
- Hollman, A.W., Hicks, J., Robinett, J. (2022). Tenuous Time Toward Tenure at Teaching Institutions. *SCHOLE: A journal of Leisure Studies and Recreation Education*, 37(2), 55-69. DOI.10.1080/1937156X.2021.1923380
- Owens, Megan H., and K. Dale Adkins. 2022. Exploring Camp Community in Online Camp Programs During Covid 19. *Children, Youth and Environments* 32, (3): 124-42.
- Owens, Megan H., Michelle Krehbiel, and Teresa McCoy. 2022. Cultural Competence in Evaluation: One Size Does Not Fit All. In *Grassroots Engagement and Social Justice Through Cooperative Extension*, eds. Timothy J. Shaffer and Nia Imani Fields, 63-76. East Lansing: Michigan State University Press.
- Owens, Megan H., Sterling Nell Leija, Kendra Perkins, and Ann Gillard. 2022. Building Connecting Through a Box: Joy, Delivered! *Camping Magazine*, 95 (6): 12-15.
- Pitts, Brenda G., Deborah R. Shapiro, Cindy K. Piletic, and Jennifer Zdroik. 2022. Examination of Disability-Related Content Across Sport Management Textbooks. *Sport Management Education Journal* 16, (1): 42-54.
- Rougeau, Kathryn M., Kwame S. Sakyi, and Cindy K. Piletic. 2022. Inclusivity & Modification Attitudes in Collegiate Intramural Sport: A Pilot Study. *Recreational Sports Journal* 46, (2): 141- 51.
- Zdroik, Jen, Cindy K. Piletic, and Philip Veliz. 2022. The Provision of Disability Sports in Schools. *Pediatrics* 150, (5): e2022057384, <https://doi.org/10.1542/peds.2022-057384>.
- Peterman, K. (2022, August). “Implicit Bias Training.” Invited presentation at West Central Illinois Professional Counselors Association, Macomb, IL.
- Wang, B., Chen, S. (2023). Middle School Students’ Team Cohesion Development within a Sport Education Season: A Mixed Methods Investigation. Abstract to be presented (poster) to SHAPE America National Convention at Seattle, WA.
- Park, J., Park, J. Y., Phinata, A., Gang, A. C., & Lee, J. (November 2022). Gendered online media: A discourse analysis of online news articles on male and female sportscasters. Oral Presentation: The North American Society for the Sociology of Sport, Las Vegas, NV.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- Gang, A. C., Park, J., Lee, J., Jo, E., & Park, J. Y. (November 2022). Social class and Korean women's soccer. Oral Presentation: The North American Society for the Sociology of Sport, Las Vegas, NV.
- Narvaez, M. (2023). Riesgo de lesiones en la práctica juvenil de las artes marciales" (Risk of injuries in youth practice in martial arts). 30th Congreso Internacional FOD 2022. 30th International Conference of the School of Sport Organization, Autonomous University of Nuevo Leon.
- Narvaez, M., Rotich, W. (2022). "Uso de Kinovea para análisis de movimiento" (Use of Kinovea for movement analysis). North American Society for the Sociology of Sport Convention, Las Vegas, NV.
- Narvaez, M., Rotich, W. (2022). From Colin Kaepernick to George Floyd: The ambivalence of America's Sports Organizations in the broader conversation on Diversity, Equity and Inclusion. North American Society for the Sociology of Sport, Las Vegas, NV.
- Jennifer Plos (Kinesiology) and Cara Cerullo (University Counseling Center) are invited 2023 National Athletic Trainers' Association (NATA) Clinical Symposia & AT Expo Speakers and their session on "Development and Implementation of a Suicide Prevention Program: An Overview for the Clinical AT" has been selected as a NATA On-Demand Program session. Plos and Cerullo will present on June 22, 2023 in Indianapolis, IN.
- LEJA - IL Association of School Boards – Social
- IPWMAN Conference – Evolution of Modern Police Management for ILETSSBEI
- IL Community Risk Reduction Conference – Engaging At-Risk Populations to Include the Hearing Impaired.
- Women in Law Enforcement Conferences in Normal IL (3 presentations plus recruitment) Surviving National Disasters in Law Enforcement; Women and Professionalism in Criminal Justice; Legal Update regarding the Safety, Accountability, Fairness and Equity-Today Act of 2021 and the revisions enacted for 2023. This presentation will discuss how this legislation affects law enforcement, corrections and the courts.
- Choi: Virtual Presentation at Sejong University LINC+ Topic: Understanding US Foodservice industry based on Foodservice Systems Model
- Choi: Invited to Distinguished Foodservice lecture series at Sejong University: Topic: Total Quality Management (TQM) in the Foodservice System
- Clemens: NRPA 2022; 3rd author on poster presentation, and submission in the book of abstracts.
- Clemens: First author presenter, Right to an Equal Education - SERR
- Clemens: Second Author Poster Presentation: Economic Development Around the Custer Gallatin National Forest: A Hikers Case Study
- Owens, M.H. (2023). Trends in evaluation: What's new, what's changed. Illinois Association of Park Districts/Illinois Park and Recreation Association Soaring to New Heights Annual Conference. Chicago, IL.
- Owens, M.H. & Mulvaney, M. (2023). Examining Gen Z, emerging adults summer employment priorities. American Camp Association National Conference Research Symposium. Oral and Poster presentations Orlando, FL.
- Owens, M.H. (2023). Shifting and shaking things up: Responding to Gen Z's summer employment priorities. American Camp Association National Conference. Oral presentation Orlando, FL
- Sullivan, A.C., Piletic, C.K., & Hilgenbrinck, L.C. (2022). National APE TOY's: Bridging the gap between theory and practice. Presentation. virtual July 2022 for National Consortium for Physical Education for individuals with disabilities.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- Fleming, E., Pelo, D., & Porter R. (2023 March). Case Study of Visitor Impact in a Regional Forest Preserve. Southeastern Environment and Recreation Research Conference. Asheville, NC.

### **13. Grant activities and external funding**

- The project team of Jennifer Plos, Cara Cerullo, Chad Cerullo, Beth Wilson, Hannah Hendrickson (WIU) and Matt Mischkind (University of Colorado Anschutz Medical Campus) were selected as 1 of 15 finalists from 80 applications for the NCAA Innovations Grant. The grant will fund a comprehensive Suicide Prevention Navigator Program for Student-Athletes.
- The project team of Jennifer Plos and Miguel Narvaez will be completing their International "Athletic Trainers are Health Care" Initiative grant that was previously awarded but put on hold due to COVID restrictions for the past two years. The grant funded the development and implementation of promotional materials and presentations in Spanish that will be used to promote Athletic Training as a health care profession internationally, increase awareness of athletic training as a healthcare profession in high school and college students in Mexico, advocate for the need of Athletic Trainers in sports and as health care professionals in Mexico, and offer higher education administrators and educators in Mexico information about developing an athletic training education curriculum. This project was supported through grant funding from the NATA Ethnic Diversity Advisory Committee and the outcomes will be presented at the 2023 NATA Clinical Symposia & AT Expo in Indianapolis in June.
- Receiving a \$2 million dollar grant toward the remodeling and hardening of an Emergency Operation Center (EOC) on campus in the former Currens Library from Senator Durbin and IEMA.
- Grants submitted:
  - **Hughes Dawn** CIAESC ICCB \$5,400.00 CIAESC/CPC FY23-State
  - **Hughes Dawn** CIAESC ICCB \$442,000.00 CIAESC/CPC FY23-Federal
  - **Meeker Lindsay** Education INCCRRA \$9,995 Early Childhood PLA Assessment Pilot Project
  - **Meeker Lindsay** Education CDB \$618,050 Early Childhood Quad Cities Construction Project
  - **Moon Sherri** Infant & Preschool Center INCCRRA \$13,680 Child Care Restoration Grant
  - **Meeker Lindsay** Education INCCRRA \$16,122 Spanish PLA Workforce Diversity Grant
  - **Delany-Barmann Gloria** Education ASC \$311,100 Creating Equity-Based Postsecondary Education Pathways for Rural Low-Income Paraeducators
  - **Meeker Lindsay** Education ISBE \$62,152 Multilingual Early Childhood Collaborative
  - **Myers Jill** Law Enforcement and Justice Administration SDD \$6,109,744 Western Illinois University Emergency Operations Center (Western EOC) FY24-25
  - **Myers Jill** Law Enforcement and Justice Administration STD \$6,109,744 Western Illinois University Emergency Operations Center (Western EOC) FY24-25
  - **Plos Jennifer** Kinesiology NCAA \$33,160 VitalCog: Suicide Prevention Navigator (VC SPN) Program
- Awards received:
  - **Barr Denny** Education ISBE **\$200,000** Rural Residency Program
  - **Meeker Lindsay** Education IDHS **\$421,206** Provider Connections-FY23
  - **Meeker Lindsay** Education INCCRRA **\$10,000** Early Childhood PLA Assessment Pilot Project

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- **Shugart Connie** CBPECE ISBE **\$978,500** Illinois STARNET Northwest Region I and Central Region III-FY23
- **Moon Sherri** Infant & Preschool Center INCCRRA **\$13,680** Child Care Restoration Grant
- **Hughes Dawn** CIAESC ICCB **\$5,400** CIAESC/CPC FY23-State
- **Hughes Dawn** CIAESC ICCB **\$442,000** CIAESC/CPC FY23-Federal
- **Meeker Lindsay** Education INCCRRA **\$16,122** Spanish PLA Workforce Diversity Grant
- **Delany-Barmann Gloria** Education ASC **\$311,100** Creating Equity-Based Postsecondary Education Pathways for Rural Low-Income Paraeducators
- **Plos Jennifer** Kinesiology NCAA \$33,160 VitalCog: Suicide Prevention Navigator (VC SPN) Program

#### **14. Value of programming**

*Explain how departments, programs, and other aspects of your College add value to the educational experiences of Western's students.*

- All COEHS programs require some type of practicum, internship, or student teaching experience prior to graduation. Students are expected to apply knowledge and theory to their practice prior to the transition to their careers.
- Some of our programs encourage and/or require students to participate in research projects. This is a valuable learning experience for the students as they become critical thinkers related to their content areas. Also, many of our students have had the opportunity to attend and/or present their research at local, regional, and national conferences.
- Students in LEJA and RPTA have the opportunity to earn multiple certifications in the classes that they take. LEJA – FEMA competencies, National Incident Management and military competencies (Army 525, Air Force 10-2051), Pro-Board certification as a Basic Firefighter, and Paramedic license. RPTA – Certified Interpretive Guide, Certified Park and Recreation Professional, Certified Therapeutic Recreation Specialist, ServSafe Manager, ServSafe Food Handler, and ServSafe Alcohol.
- COEHS Virtual Transition session for first year students when they transition to their department advisors. Each program held a short introductory session along with time for questions and answers. College has a Western Online course for all transitioning students. They stay in the course until they graduate. The course includes specific information about the transition sessions as well as student resources.
- Technology workshops for COEHS students aimed at enhancing their technological skills through the use of apps and software. The workshops aimed to introduce students to various apps and software tools relevant to their coursework and future profession. Sessions were organized to introduce OpenBoard software to plan lessons aligned with the Illinois State Board of Education (ISBE) standards. Other workshops aimed to empower students with the ability to effectively integrate technology into their current coursework. Workshop was also arranged to introduce apps such as BrainPop, Sketchbook, and Jigspace. The hands-on demonstration on how BrainPop could be used to supplement lessons, engage students, and reinforce key concepts; also using Jigspace, an augmented reality app, to enhance students' understanding of complex concepts through interactive 3D models.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

**15. Student success**

*List the following:*

- a. List student clubs and organizations*
- b. Results of any student surveys in your College, including surveys on student success, program development, student satisfaction, etc.*
- c. All new initiatives in the College regarding student success*
- d. All initiatives to support underrepresented student populations in your College*

| <b>Org Name</b>                                                            | <b>Major/Department</b> | <b>Undergraduate (UG), Graduate (G), Both (B)</b> | <b>QC Campus or Macomb Campus</b> |
|----------------------------------------------------------------------------|-------------------------|---------------------------------------------------|-----------------------------------|
| WISPA                                                                      | CSP                     | G                                                 | Macomb                            |
| Food Pantry                                                                | Dietetics & Nutrition   | UG                                                | Macomb                            |
| Student Association of Nutrition Education (SANE)                          | Dietetics & Nutrition   | UG                                                | Macomb                            |
| Kappa Omicron Nu (KONu) - Honorary                                         | Dietetics & Nutrition   | UG                                                | Macomb                            |
| Food and Culture Club                                                      | Dietetics & Nutrition   | UG                                                | Macomb                            |
| Eta Sigma Gamma - Honorary Health Sciences                                 | Health Sciences         | UG                                                | Macomb                            |
| Student Journal Club                                                       | HSSW                    | UG & G                                            | Macomb                            |
| Sport Management Association                                               | Kinesiology             | G                                                 | Macomb                            |
| Physical Education Majors and Minors Club (PEM)                            | Kinesiology             | UG                                                | Macomb                            |
| Phi Epsilon Sigma (Honor Society)                                          | Kinesiology             | UG                                                | Macomb                            |
| Exercise Science Student Association                                       | Kinesiology             | UG                                                | Macomb                            |
| Scuba Club                                                                 | Kinesiology             | UG                                                | Macomb                            |
| Omega Gamma Phi (Fire Fraternity)                                          | LEJA                    | UG                                                | Macomb                            |
| Alpha Phi Sigma (National Honors Society for Criminal Justice)             | LEJA                    | UG                                                | Macomb                            |
| American Society for Industrial Security (ASIS)                            | LEJA                    | UG                                                | Macomb                            |
| Concert Safety Corps                                                       | LEJA                    | UG                                                | Macomb                            |
| Corrections Club                                                           | LEJA                    | UG                                                | Macomb                            |
| Illinois Emergency Services Management Association (IESMA) Student Chapter | LEJA                    | UG                                                | Macomb                            |
| Investigator's Club                                                        | LEJA                    | UG                                                | Macomb                            |
| Lambda Alpha Epsilon (The American Criminal Justice Association)           | LEJA                    | UG                                                | Macomb                            |
| Minorities in Blue (MIB)                                                   | LEJA                    | UG                                                | Macomb                            |
| Mock Trial Team                                                            | LEJA                    | UG                                                | Macomb                            |
| Phi Alpha Delta                                                            | LEJA                    | UG                                                | Macomb                            |
| Student Recreation Association (SRA)                                       | RPTA                    | UG                                                | Macomb                            |
| Environmental Service Club                                                 | RPTA                    | UG                                                | Macomb                            |
| Social Work Student Association                                            | Social Work             | UG                                                | Macomb                            |

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost’s Office: May 12, 2023**

|                                                                    |              |               |             |
|--------------------------------------------------------------------|--------------|---------------|-------------|
| Phi Alpha Honor Society                                            | Social Work  | UG            | Macomb      |
| Kappa Delta Pi - International Honors Society in Education         | SOE          | G             | Macomb      |
| America Reads                                                      | SOE          | UG            | Macomb      |
| Aspiring Educators                                                 | SOE          | UG            | Macomb      |
| Council for Exceptional Children                                   | SOE          | UG            | Macomb      |
| The Association of Bilingual/Bicultural Education Students (ABBES) | SOE          | UG            | Macomb      |
| Kappa Delta Pi - International Honors Society in Education         | SOE          | UG            | Macomb      |
| Western Rocketry                                                   | SOE          | UG & Graduate | Macomb      |
| Early Childhood Student Association                                | SOE          | UG            | Macomb & QC |
| Chi Sigma Iota (CSI) Xi Chapter                                    | Counselor Ed | G             | QC          |
| WIU QC Counseling Association                                      | Counselor Ed | G             | QC          |
| Quad Cities Criminal Justice Society                               | LEJA         | UG            | QC          |
| Student Recreation Society (SRS)                                   | RPTA         | UG            | QC          |
| QC Society of Educators                                            | SOE          | UG            | QC          |

- b. *Results of any student surveys in your College, including surveys on student success, program development, student satisfaction, etc.*

Six student surveys were conducted within the College of Education & Human Services - five administered by the Dean’s Office and one administered by the Department of Kinesiology.

1) **Survey Purpose:** Naming and Sharing Student Worries, Tips, Goals

Macomb Campus Themes:

- Making Friends
- Stress Management (including getting a good night of sleep when you are stressed)
- Maintain Relationships Back Home
- Keep Up Grades
- Passing Comprehensive Exams
- Task Management and Time Management
- Making It Through The Semester Without Giving Up On Myself
- I'm Not Good Enough/Imposter Syndrome

QC Campus Themes:

- Life harmony/balance
- Imposter Syndrome for the Profession
- Academic stress – Too much to do & time management; Missed class policy not being friendly to adult learners with work, kids, etc.
- COVID
- Lack of giving and receiving support
- Burn out & feeling overwhelmed



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

2) **Survey Purpose:** Gauge Student Stress Level & Group Sharing of Favorite Study Spots

**Themes:**

- Academic, wellness, and financial pressures - naming the stress and seeing they were not alone was helpful, positive peer support also surfaced
  - Favorite study spots focused on access to food/beverages and environment of the space
- 

3) **Survey Purpose:** Identify Their Growth (reflection) and What Is Still To Come (motivation); provide resources for topics not covered by their major

**Themes:** Knowledge/Skills/Experiences that students want to gain before graduating

- Professional Growth (presentation skills, resume development, interviewing skills, networking, internship)
  - Social Skills
  - Time Management Skills
  - Study Skills
  - Financial Management
- 

4) **Survey Purpose:** [Involvement & Belongingness Within The Academic Environment](#)

Top Answers to *What are the biggest challenges you face at Western?*

Online Classes (consistent structure & use, clarity, human interaction, etc.)

- Life Balance
- Affordability
- Developing Relationships with Peer and Faculty
- Classes (rigor, why, amount of homework, etc.)
- Grit (motivation, procrastination, determination, etc.)
- Collegiate Environment (campus and town)

Top Answers to *What excites you to most when you think about your major or your experiences within your major?*

- Career preparation and growth
- Alignment with my talents, interests, values
- Hands-On Experiences (internship, practicum, service hours)
- Relationships (peers and faculty)

Top Answers to *What keeps you at Western and pushes you to keep on pace with graduation?*

- Personal and Professional Goals
  - Relationships (faculty, peers)
  - Curriculum (learning, major)
- 

5) **Survey Purpose:** Technology Needs Survey for COEHS students

**Themes:** To explore student's technology related expectations and feedback on workshops

- Lack of hardware support - laptops, iPads, etc.
  - Underutilization of classroom technology resources
  - Workshops- Regular sessions to introduce coursework aligned apps and softwares
  - Hands-on training- for technological skills, knowledge, and confidence to leverage educational apps and software in their future classrooms
-



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- 6) **Survey Purpose:** Department of Kinesiology Diversity, Equity and Inclusion Survey  
**Themes:** To gain a sense of how welcome the students from diverse backgrounds feel in the Department of Kinesiology.

*c. All new initiatives in the College regarding student success*

In addition to the information below, please see departmental reports for continued retention and success initiatives.

**Resources Developed To Foster Student Success**

- Social Justice Summit
- 1st Generation Spotlight During COEHS Assembly (and collected list of 1st gen faculty and staff within COEHS)
- Publication summary for faculty on ways of increasing class attendance & engagement
- Expanded resources on COEHS web pages
- Student Success Benchmarking with University of Iowa, Illinois State University, Northern Illinois University, and University of Illinois-Champaign
- RPTA Professional Development Conference (links students with professionals in the field)

**Spaces**

- Student Lounge Establishment & Revamp (Brophy, Horrabin, Knoblauch)
- Student Success Centers Established (Brophy, Horrabin)
- PE PK-12 Resource Center Established
- RPTA Study Areas (Knoblauch)

In 2022-2023, we collectively had nearly 3,000 points of contact through events and initiatives aimed at creating a sense of belonging and fostering credit-earning behavior.

**Events**

- Resource Awareness during Week #1 of the Semester
- Meet Your COEHS Academic Advisor - Customized Sessions & Reception at Women's Basketball Game
- Belongingness & Credit-Earning Behavior (6) included student-needs survey, resources curated to address the needs previously identified, builds trustworthiness and familiarity between the students and the College, connecting time for peers and faculty/students, and opportunities to give back to their academic community (a key component of belongingness)
  - September: student-needs survey (worries, advice, goals)
  - October: student-needs survey (best places to study)
  - November: student-needs survey (what have you have gained from your major thus far and what knowledge/skill/experience you still hope to gain this year)
  - January: student resource (academic goal setting for spring semester)
  - February: Kindness Notes for WIU friends, classmates, roommates, and mentors
  - March/April: student resource (25 Day Challenge - academic and wellness pursuits for the last 25 days of classes)

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- April: Faculty & Staff Research Colloquium featuring student presenter

**Initiatives**

New COEHS-Wide Retention Initiatives

- Peer Mentoring Program (Structure & Planning)
- Student Club Membership Drive - Directly Connecting Students with their Departmental Student Organizations
  - Survey Follow-Up
  - Outreach with New Spring 2023 Students
  - Daily Conversations
  - Sign Up Sheet At Every College-Sponsored Event
- Student Passion Projects - faculty referrals and survey follow up
- Surveys (4)
  - Student Needs
  - Student Involvement & Belongingness Survey
- Syllabus Statement highlighting student success resources available for optional faculty use
- Outreach
  - Low-engagement students
  - Low-academic achievement students (2 pilots)
    - 2.0-2.2 GPA - distributed to academic departments
    - Academic major pilot focusing on students under a 2.2 GPA
      - Mentoring & Study Sessions (Departmental Student Organization)
      - In-Person & Email Outreach (Faculty)
      - In-Person & Phone Outreach (Dean's Office)
      - Email & Text Outreach (Academic Advisor)
- Celebrating Academic Milestones & Awards (congratulatory messages sent via individualized handwritten notes, 1:1 meetings, emails, social media and digital bulletin boards slides)
  - Welcome to the College (Spring 2023 new enrolled students)
  - Half-Way To Graduation (60-80 credit hours)
  - *Student Of The Month* celebrates academic, JEDI, community building, and professional growth contributions to our community
  - Research & Publishing
  - Practicum & Internship Highlights

Additional New Departmental Retention Initiatives

- Health Sciences & Social Work
  - Welcome back ice cream social for department students
  - Phi Alpha Social Work Honor Society offered study/mentoring times for social work students
  - Organized training for public health students by the Columbia University Center for Disaster Preparedness and Response
  - Social Work faculty along with the Counseling Center hosted a Conference – Increasing Cultural Competence with the LGBTQIA+ Community

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- Social Work students created a scavenger hunt event for students
- Kinesiology
  - Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students
  - Planning stages of a NCAA Innovations in Research Grant Award Project: VitalCog: Suicide Prevention Navigator Program in collaboration with University Counseling Center
  - Hosted departmental welcome session including class photos and t-shirts
  - Opened two new student resource centers in Brophy Hall:
    - The Student Success Center in Brophy Hall 200A.
    - The PETE Resources Room in Brophy Hall 230.
- Law Enforcement and Justice Administration
  - LEJA Welcome to Campus Event - Gave new students and transfer students the opportunity to meet and interact with colleagues and professors in an informal setting.
- School of Education
  - Inaugural year of the Education Living Learning Floor in Thompson Hall
  - Revived and rebranded an all-encompassing student club, Aspiring Educators
- Recreation, Park and Tourism Administration
  - Created and maintained comfortable student spaces for studying and socializing
  - Created and hosted seasonal events with various themes and food
    - Midterm Potluck (C, 10/13/22)
    - Chilli Cook Off (C, 11/15/22)
    - Stretch your pants and share your favorite treats! (C, 12/08/22)
    - RPTA Fat Tuesday Potluck (C, 02/21/23)
    - Office Birthday Party Celebration (C, 04/18/23)
    - Chef Doh (C, 05/03/23)

## **16. Alumni highlights**

*List notable highlights from College alumni.*

- 10/10/22: Latinx Social Work Students and Alumni: First-Gen Experience event. Current students and alumni who are Latinx and first-generation college students shared their experiences of going to college and going through the Social Work program.
- 3/22/23: Men in Social Work Panel. Four male alums shared their experiences as males in a female dominated profession.
- Social Work faculty conducted a survey of alumni for their self-study process. As part of the survey, they also sought information about alums who would be interested in serving on panels, mentoring current students, and serving as adjuncts. Forty-two alumni volunteered to serve as mentors to current students and 32 were interested in being a guest speaker in classes.
- Social Work has an advisory board which includes alums that met twice this academic year. During the fall meeting, it was recommended that a student diversity council be created. The council met for the first time at the end of the academic year.
- Social Work field instructors (for practicum) consist of many alums. These alums provide valuable feedback regarding the changing needs of the profession.
- During the HS 511 class, an alumni panel presented on their experiences as graduate students as well as their current careers

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- The Sport Management Program has a global network of alumni in all areas of the sport industry who are loyal and committed to the Sport Management program, providing their insights and expertise in the form of guest lectures, panel discussions, and mentoring of the emerging professionals.
  - Azalea Phinata hired by WIU Broadcasting and Journalism.
  - One of LEJA graduates is the policy adviser for the Office of Illinois Lieutenant Governor Juliana Stratton.
  - Several of LEJA distinguished alumni are now serving on our Advisory Council
  - A former Environmental Service Club (ESC) president and WIU alumna who is involved with Keep Nature Wild has partnered with the current ESC group to hold an Earth Day 2023 clean up event at Spring Lake.
  - IPRA Alumni and Friends Social.
  - RPTA Professional Development Conference.
  - Advisory Board.
- d. *All initiatives to support underrepresented student populations in your College*
- Social Justice Summit featuring keynote speaker Dr. Joshua Fredenburg (COEHS-Wide)
  - 1st Generation Students Focus for Fall 2022 COEHS Assembly (COEHS-Wide)
  - Social Work Connections - Latinx Social Work Students and Alumni Panel: First-Gen Experience (HSSW)
  - Phi Alpha Social Work Honor Society hosted a panel of alumni to talk about the diverse fields in social work (HSSW)
  - Social Work faculty along with the Counseling Center hosted a Conference – Increasing Cultural Competence with the LGBTQIA+ Community (HSSW)
  - The Social Work program has started a Student Diversity Council (HSSW)
  - Health Sciences Graduation Student Organization, through the COEHS Peer Mentoring, are creating a peer mentoring program for Public Health international students
  - Conducted a Diversity, Equity and Inclusion seminar and survey (Kinesiology)
  - Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students (Kinesiology)
  - Kinesiology conducted a Diversity, Equity and Inclusion seminar for underrepresented students with representatives from the Multicultural Center.

## **17. Community and/or regional engagement from College**

*List notable community and regional engagement activities.*

COEHS students invest nearly 530,000 hours annually into the region through internships, practicum, volunteer, class projects.

Also, our faculty are recognized for their investment in the community as exemplified by this year's awards.

- Dr. Jeremy Robinett received the COEHS Excellence in University/Community award for his multiple involvements in Macomb and at WIU.
- Dr. Megan Owens received a Quality of Life award from the McDonough County Quality of Life Advisory Committee for her work within the Macomb community.
- Drs. Owens and Robinett were selected as guest speakers for the Macomb Youth Leadership Organization.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

The highlights of our local and regional departmental investments continue below.

- Director Jill Joline Myers and Professor Rob Kelly assisted with the writing and receiving of the Tourism Attractions and Festivals Program Grant Award of \$40,000 for the City of Macomb to begin the Monopoly (Lizzie Magie) on the Square Project.
- Big For A Day - Initiative by Social Work Practicum students for Big Brothers Big Sisters (BBBS) organization
- Special Olympics Unified Sports Festival (joins people with and without intellectual disabilities on the same activity team) (PE PK-12 program)
- Hosted George Hermann Western Illinois University Senior Olympics (Exercise Science & RPTA)
- Emergency Operation Center (EOC) hosted training for area officials (Medivac landing on Vince Grady Field and tabletop disaster exercises - LEJA)
- Food Pantry continued to be a valuable resource for students this year (Dietetics & Nutrition)
- Camp Rocky for area youth (RPTA)
- America Reads (School of Education)
- American Drug Free Powerlifting Federation Single Event Nationals (Exercise Science)
- Western Area Career System courses taught by Jill Cassady (RPTA)
- Foos for Families (RPTA)
- Horn Field has hosted over 100 groups including (RPTA)
- WIU Regional Science Olympiad (School of Education)
- Luchadores Immigrants installation at QC Complex Atrium (School of Education)
- Increasing Cultural Competence with the LGBTQIA+ Community Conference (Social Work, Counselor Education, Counseling Center)
- Internship & Job Fairs (RPTA, LEJA, School of Education)
- Area High School Wellness Days workshops (Social Work)
- Practicum, Internship, and career-related = excess of 750,000 hours
- Academic program initiatives (2+2, etc.) Carthage Memorial Hospital
- Numerous faculty, chair, and director presented at area and regional schools, state boards, professional associations, training sessions. For example,
  - Professor Myers presented to the Illinois Association of School Boards on their Social Emotional Panel on the topic of Cyber Aggressions, Cyber Victimization, and Adolescents
  - Dr. Jamie Johnson presented at the IEMA Conference in Springfield to discuss our EM program and highlights including the EM PBC and Partnership with the Agency.
  - Professor Johnson. Presented on Situational Awareness and Active Shooter Preparation at the IPWMAN Conference in Bloomington IL
  - Dr. Abha Singh hosted a STEM workshop for K-12 teachers in Hancock county schools
  - Professor Henning presented at the State of Illinois Community Risk Reduction Conference on the topic of, "Engaging At-Risk Populations", in Decatur, IL
- Dickens on the Square (RPTA)
- Transgender Clinic (Counselor Education)
- Physical Education Professional Development Conference for area educators (PE PK-12)
- Department of Kinesiology Unified Sports Festival
- Rural Health Coaches (Nutrition & Dietetics; Public Health)

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- Fire Fraternity installed 57 free smoke detectors throughout Macomb as a public service (LEJA)
- Ready to Learn Early Childhood Conference (StarNet)
- Child Care Directors Lunch & Learn Session (Best Practices in Early Childhood Education)
- The Adapted Activities for All: WIU Interdisciplinary Movement program (AAFA) to students with disabilities who are a part of the West Central Illinois Special Education Cooperative
- The RPTA 497 class (Evaluation and research in leisure services) has teamed up with the Macomb Park District to "evaluate" a couple events offered by the park districts
- 1st annual Recreation for All: Disabled Athletes in Action (RPTA)
- Science family night, NARST Presentation, Summer Camp HP, Summer STEM camp (SOE)
- Plant, Paths & Pizza - tour of the native plant garden at WIU-QC campus and learn about local initiatives and efforts to create creative sustainable environments (Counselor Education)

## **18. Conclusion**

As this document reflects, the College of Education and Human Services has had a very productive year. We have made a renewed commitment to recruitment and retention of our students through our various program, school/department, and College initiatives. Our academic units have been very involved in this process and continue to develop creative strategies for improving in these areas. Our retention efforts have had a strong emphasis on helping our students to feel a greater sense of belongingness. We have continued to emphasize diversity, equity, and inclusion in our work with students. We have worked to increase our community engagement and outreach efforts. Finally, we are very proud of all of the great accomplishments of our students, faculty, and staff. They continue to do amazing work in serving our region and beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Counselor Education & College Student Personnel**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

**College Student Personnel:**

The College Student Personnel programs prepare and graduate effective leaders and reflective practitioners doing socially and ethically responsible work in the field of student affairs.

**Counselor Education:**

Counselors teaching counselors: knowledge, development, inspiration and transformation

**2. Degrees offered in Department/School:**

**College Student Personnel:**

- Master of Science (M.S.) - College Student Personnel: Student Affairs Track (Macomb)
- Master of Science (M.S.) - College Student Personnel: Higher Education Leadership Track(Quad Cities/ hybrid)

**Counselor Education:**

- Master of Science in Education (M.S.Ed.) - Clinical Mental Health Counseling
- Master of Science in Education (M.S.Ed.) - School Counseling

**3. List specific recruitment and retention activities:**

The Department of Counselor Education and College Student Personnel engages in numerous recruitment and retention activities throughout the year. This past year, we have increased our social media presence in an effort to recruit more students as well as maintain contact with prospective students who inquire about the programs. We are utilizing the skills of our Graduate Assistants and Student workers to assist us in staying up to date with social media. College Student Personnel enlisted the assistance of a consultant to assist with recruiting attempts this year. All on-campus student leaders in their final year of school were contacted with information about the program. Additionally, we have been presenting in undergraduate classes and meetings about both graduate programs. Counselor Education and College Student Personnel programs each held their major recruitment events (CSP Days and CNED screening interviews/ experiences) in February.

Once students have begun either of the programs, the Department and student organizations hold numerous events to keep students engaged and connected to their studies. College Student Personnel hosts monthly alumni hour events that connect current students to professionals in the field. The student organization, WISPA, coordinates social events for current students on a regular bases. In Counselor Education, the student organizations, Chi Sigma Iota (honorary) and Counseling Association and the faculty offer educational sessions, alumni panels and social events as a means of increasing student engagement/ retention.

**4. List student learning outcomes for majors:**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**College Student Personnel:**

Students who graduate from the College Student Personnel program (Student Affairs and Higher Education Leadership tracks) at Western Illinois University will be able to:

- Identify approaches to address contemporary issues facing higher education;
- Articulate histories, values, and philosophies of higher education;
- Study leadership (as a role and process) to create learning environments (virtual or in-person) that support the inclusion of all students and members of campus communities while attending to issues of privilege, power, and oppression.
- Define and assess organizational and human resources including, but not limited to: policies, practices, procedures, and structures;
- Gather, apply, and deploy methods of research and assessment to improve, shape, and benefit student learning and higher education; and
- Describe the concepts and principles of student development and learning theories that advance intrapersonal, interpersonal, and cognitive complexity;

**Counselor Education:**

The Department of Counselor Education's programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and was the first counselor education program accredited in Illinois in 1987. The eight CACREP common-core areas as defined by their *Standards for Preparation are:*

- PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of all aspects of professional functioning.
- SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
- HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
- CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors.
- HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society.
- GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
- ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
- RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

**5. Describe Department/School strengths:**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Within the Department of Counselor Education and College Student Personnel, both programs have a long history of national recognition as exemplary programs. After almost 20 years of separation, the programs were rejoined together in July, 2019. Since it's reformation, the department has consistently shown strengths of strong teaching, scholarship and research endeavors by faculty; high job placements for graduates of both programs; and partnerships within both the Quad Cities and Macomb communities, as well as on-campus collaborations.

## **6. Describe Department/School challenges:**

The greatest challenges of the Department of Counselor Education and College Student Personnel primarily stem from a lack of the necessary funding to support basic programmatic requirements and the ongoing need for additional faculty.

The College Student Personnel program lost a faculty line in the 2019 cuts. That has left us with two faculty who are running two programs (Student Affairs and Higher Education Leadership) on two campuses. This is a virtually impossible task that has the Department overly reliant on adjuncts who are not trained as educators. Each semester, we are required to hire adjuncts to cover courses that are equal to more than the teaching load of the full-time faculty member that was cut. Students regularly complain about the inconsistency of adjuncts instead of full-time faculty. With Dr. Davis' work with the Educational Leadership doctoral program development, his time has been even more taken away from the CSP programs, leaving us with only one full-time faculty dedicated to CSP programs on two campuses. We are in desperate need for at least one additional faculty member in CSP.

The Counselor Education program is also in need of additional faculty if they are to increase enrollment. CACREP requires a student to faculty ratio of 12:1. At this point, our enrollment is at the maximum capacity for our accreditation. While CACREP will allow the department to be out of compliance with the student to faculty ratio after a late resignation and a pending search, we will still not be able to admit more students than we graduate annually until we can hire additional faculty.

While every department sustained significant budget cuts this past year, our programs were hit particularly hard. As noted in previous reports, the initial CSP budget (2019) was enough to cover phone and copy machine expenses, but there was not enough left over to pay for paper for the copy machine. The budget cut equal to those costs have been problematic to our department, which needed the funds from Counselor Education to help offset the budget deficit in College Student Personnel. Again, I would like to request a re-evaluation of the Department's budget.

Communication and quick turnaround of program needs is always a struggle when working 80 miles apart. In order to assist with this, I spend at least one day a week in Macomb with CSP faculty. While I realize that the decision to spend time weekly on the campus away from my primary office location is one that I have chosen (and not typical of Department Chairs), I feel it is important to have a consistent presence on both campuses, since we have programs and faculty on each campus.

## **7. Identify opportunities for your Department/School in the short term:**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- We are shifting the Higher Education Leadership (HEL) from a hybrid program to entirely online. This would allow enrollment of students across the country. We “piloted” this initiative in the fall, offering first semester HEL students’ courses with live stream, synchronous class meetings to replace the three, monthly face to face classes in the Quad Cities. We are hopeful this pilot will be effective in allowing us to recruit students from across the globe.
- Counselor Education has developed a potential certificate program, in response to recent Illinois legislation (CESSA) requiring police departments have access to mobile mental health resources. We will pilot the first course in fall, 2023.
- We began the implementation of offering assessments to transgender individuals seeking hormone therapies and/ or gender affirming surgeries. We hope to continue to get referrals for individuals seeking these services.
- Robert Young Center’s WIU Counselor Education clinic continues to work with Practicum and Internship students on campus. The clinic is open for clients twice a week. We hope to work towards expanding the clinic’s capacity to work with community members.

**8. 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.**

- Strategic Planning sessions as a full department.
- Develop additional recruitment and marketing strategies that highlight all programs within the Department.
- Re-instatement of Quad Cities School Counselor Academies, and expansion of Macomb School Counselor Academies. These events bring over 100 area school counselors to each campus two-three times per year for professional development. These events are vitally important for undergraduate recruitment.
- Continuation and expansion of College Student Personnel graduate assistantships on both campuses. The students in these positions (approximately 35 between both campuses) play an important role in undergraduate student retention, serving as mentors/ allies for students through residence halls, Greek life, Student Activities, the Multicultural Center, Academic Advising and other university programs.
- Develop an emerging partnership with Knox College to add WIU graduate assistantships on their campus.
- Develop an emerging partnership with Augustana College in Moline to increase WIU graduate assistantships on their campus. At one time, Augustana College hall directors (and student affairs personnel) were graduate assistants who were enrolled in the Counselor Education program. We would like to re-instate this program and offer enrollment in either College Student Personnel or Counselor Education. If we are successful in that endeavor, we would like to extend the opportunity to St. Ambrose University’s hall directors and student affairs personnel as well.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

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

- Curricular changes will be measured by successful implementation in 2023-24.
- Recruitment efforts will be measured by admissions data.
- Student Services collaboration will be measured by creation of programs/ initiatives/ goals on both campuses.
- New and previously held events will be scheduled on both campuses.
- New partnerships with area colleges will be established or in process.
- New mission and vision statement will be created and implemented.

**10. List major faculty and staff achievements:**

During the 2022-23 academic year, all faculty will/have attended and/or presented at professional conferences.

Additionally, the following faculty had these accomplishments:

- Dr. Tracy Davis works with Educational Leadership in the doctoral program in Diversity, Equity and Inclusion in Higher Education. Additionally, he speaks nationally on these issues and trains emerging higher education leaders on these important topics. He also was appointed to WIU's Anti-racism Task force.
- Dr. Rebecca McLean returned after a year long sabbatical where she studied empathy. She continues to publish scholarly articles in her areas of interest.
- Dr. Leslie O'Ryan is assisted with an educational conference in Budapest this spring. She is leading the department's second study abroad trip to Greece in the summer. Additionally, she developed the proposed certification program for CESSA, requiring Illinois police departments to have access to mobile mental health service providers with specialized training in crisis and trauma.
- Dr. Carrie Alexander-Albritton serves as the Clinical Program Coordinator for the Clinical Mental Health Counseling speciality. She serves as a conference reviewer for the Rocky Mountain Association for Counselor Education and Supervision regional conference.
- Dr. Matthew Beck serves as the Clinical Program Coordinator for the School Counseling speciality. He serves as the first School Counseling faculty representative on the UCEP committee.
- Dr. Haley Wikoff serves as the co-chair of the American School Counseling Association's Ethics committee. She is also leading the Counseling program's initiative to provide free assessments to transgender individuals seeking hormone therapy or gender affirming surgeries.
- Dr. Julie Brines serves as the Program Coordinator for the College Student Personnel's Student Affairs program. She also serves on WIU's University Professionals of Illinois (UPI) local chapter executive board.

**11. List major student achievements and recognitions:**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Bryce McGeorge was awarded IHC Advisor of the Year
- Brittany Eads was awarded the Head Staff Member of the Year award
- Jessica Ramos serves as on the student advisory committee for the College of Education and Human Services.
- Cara Cerullo was names Director of WIU Counseling Center

**12. List alumni activities:**

- Becky Moreno opened a private practice in the Quad Cities
- Kelly Canavan owns a successful tele-health company based out of Chicago.
- Dr. Debbie Kepple-Mamros serves as the Executive Director for the Office of Planning, Assessment and Data at Des Moines Area Community College.
- Kelly Severs serves as the Assistant Director of Retention Initiatives at WIU.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **The School of Education**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

The mission of the School of Education is to bring knowledge, skills, and insights from our multiple disciplines to bear on questions educators face in their professional and personal lives. This distinctive orientation will prepare self-reflective lifelong learners, transformational leaders, and socially conscious practitioners in our ever-changing global society.

**2. Degrees offered in Department/School:**

Undergraduate Degree Programs:

Bachelor of Science in Education, Elementary Education, with options in  
Elementary Education (Grade 1-6 Licensure)  
Early Childhood Education (Birth-Grade 2 Licensure)  
English as a Second Language Education (Grade 1-6 Licensure & ESL Endorsement)  
Multilingual Education (Grade 1-6 Licensure & ESL & Bilingual Endorsements)  
Bachelor of Science in Education, Middle Level Education (Grades 5-8 Licensure), with  
options in  
Literacy  
Math  
Science  
Social Studies  
Bachelor of Science in Education, Special Education (Grade K-Age 21 Licensure)  
Bachelor of Science in Education, SPED/ELED (Dual Licensure)  
Bachelor of Science in Education, Educational Studies (Non-Licensure)

Undergraduate Minors

Middle Level Literacy  
Educational Studies  
Teaching English to Speakers of Other Languages

Graduate Degree Programs

Master of Arts in teaching, with tracks in  
Early Childhood (Birth-Grade 2 Licensure)  
Elementary Education (Grade 1-6 Licensure)  
History (Grade 9-12 Licensure)  
Math (Grade 9-12 Licensure)  
SPED (Grade K-Age 21 Licensure)  
Science (Grade 9-12 Licensure)  
Master of Science in Education, Curriculum & Instruction  
Master of Science in Education, Educational Leadership (Principal Licensure)  
Master of Science in Education, Educational Studies with tracks in  
Language and Culture  
Professional Education  
Master of Science in Education, Reading with tracks in  
Reading Specialist (Reading Specialist Licensure)  
Reading Teacher (Reading Teacher Licensure)

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Master of Science in Education, Special Education with tracks in  
LBSI Certification

Advanced Studies for Certified LBS1 Teachers

Educational Specialist (Superintendent Licensure)

Doctor of Education, with options in

PK-12 School Leadership (Superintendent Licensure)

Organizational Justice, Equity, and Inclusion

Post Baccalaureate Certificate Program

Teaching English to Speakers of Other Languages

Minors

Middle Level Literacy

Educational Studies

Teaching English to Speakers of Other Languages

**3. List specific recruitment and retention activities:**

School of Education

Undergraduate Program Recruiting Strategies

1. Attend all Discover Western recruitment events on Macomb and Quad Cities campuses or virtually.
2. Send out post cards to those who attended Discover Western events.
3. Send out e-mail messages to prospective students on data bases provided by the Admissions Office (Accepted Students databases).
4. Work with SOE Scholarship Committee to be strategic in awarding scholarships to prospective students so that as many receive scholarships as possible and top students receive the large amounts.
5. Personal tours of campus and Horrabin Hall will be provided to those students and parents who could not attend Discover Western or who wish a live meeting.
6. An SOE representative and Teacher Education personnel will attend a session with community college counselors.
7. Phone conversations will be held with interested parents who could not come to campus or wish to get information over the phone.
8. Students from local schools will be invited to campus when it is again safe to do so.
9. SOE personnel will be available to give talks in local schools about becoming a teacher and our teacher education programs when it is safe to do so.
10. Faculty will attend the WIU Teacher Fair (either live or virtually) to discuss our programs with administrators present.
11. Investigate a living learning arrangement in one of the WIU dormitories for education majors.
12. Investigate the possibility of creating a virtual information session(s) to drive prospective students in area high schools to interact with current teacher education students and faculty.
13. Create a new flyer highlighting our SOE undergraduate programs to distribute on social media and to area high school counselors.
14. Plan to make a professionally produced promotional video by interviewing recent graduates

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

of WIU's teacher preparation program on the journey to teaching success. This could be shared on our SOE website as well as SOE's Facebook site.

15. Using the Freedom of Information Act to request contact information for schools in Illinois and contiguous states to share our program information with potential students.

16. Establishing Grow Your Own Teacher Programs/2+2 Programs with regional school districts/community colleges

#### Undergraduate Program Retention Strategies

1. Students who drop below a 2.5 GPA as pre-education majors and then 2.75 GPA once they have been accepted to TEP may appeal to take additional courses in their program. The UG committee works to develop a plan with each student they approve so they can continue. These plans are revisited twice per year.

2. The UG advisor and UG coordinator will work with those who are struggling academically before students reach probation status.

3. The director will also identify those with failing grades and incompletes for follow-up strategies.

4. Maintain organizations like Kappa Delta Pi, the Rocket Club, Student Education Association, and the Council for Exceptional Children, which should start back up again once COVID-19 has subsided. CEC traditionally has a children's book initiative to raise money and also donates books around the country. We encourage our students to get involved in extracurricular activities.

5. Undergraduate students in conjunction with University Housing and Dining and the SOE director have set up a living arrangement for education majors in one of the dorms that will start in fall 2022.

6. Faculty strive to make personal connections. The UG committee will suggest to faculty to offer class points for civic and service activities in specific classes.

7. Students will again present with faculty at conferences. Several areas have done this in the past.

#### Graduate Program Recruiting Strategies

1. Attend graduate school recruitment events when notified of interested parties in each specific program. This might extend to include open house events (virtual or face-to-face), alumni meetings or events sponsored by the graduate school. Follow up with attendees as necessary.

2. Distribute School of Education graduate program(s) flyers or website links to superintendents of school districts, Regional Offices of Education, or in-service teachers.

3. Hold phone conversations or Zoom meetings with interested program candidates.

4. Explore and consider hosting local area school informational meetings that pertain to any of the graduate programs.

5. As necessary, revise the graduate program flyer or website content so it can be distributed through various social media or other electronic means.

6. Arrange to produce area specific promotional videos through the Communication Department at Western Illinois University. Professionally edited videos can then be embedded into the School of Education or graduate program websites.

7. Explore the work of designing Facebook pages or Twitter handles in addition to graduate program websites. These platforms will be monitored and updated as needed.

8. For select programs, create program newsletters that will be posted either on the School of Education or program specific websites that emphasize news, current events or points of interest/pride.

9. Investigate the possibility of school district or Regional Office of Education partnerships for arranging individual or cohort enrollment into graduate programs.

10. Regularly visit GradSchoolMatch for potential candidates. Attempt to make contact through

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

the internal messaging system. Update director profiles as necessary.

11. Once a year, establish a goal in terms of percentage growth for the upcoming school year. Figures could then be reported on a yearly basis as part of one of the programmatic updates submitted to relevant parties.

12. Process Graduate School transmittals and/or welcome letters in a timely manner as to not “lose” potential candidates to programs outside the institution.

13. Using the Freedom of Information Act to request contact information for schools in Illinois and contiguous states to share our program information with potential students.

#### Graduate Program Retention Strategies

1. At the time of the once-a-semester University Graduate School meeting, graduate program faculty in the School of Education (SOE) will meet afterwards to share and solicit information about retention and recruitment or other matters of importance.

2. Graduate program coordinators will make program updates available at the beginning of each semester after the 10-day enrollment period ends or upon request of the SOE Director. To facilitate transparency, each coordinator will submit the report to the Director of the School of Education/Dean as well as all of the graduate coordinators. The report will contain the breakdown of University defined “active” candidates enrolled in programs, areas of specialization, as well as those projected to graduate.

3. Program coordinators or graduate program advisors will meet with each candidate, after acceptance into the program but prior to enrolling into a course, in order to outline a course of study as well as to establish rapport. As necessary, if students are defined by the University as a “no show” in terms of enrollment into a course, then the program coordinator or advisor will attempt to follow up with the candidate to get them advised and enrolled. Students who have taken courses, but fail to enroll in subsequent semesters will be contacted by the graduate coordinator or advisor for each of the respective programs. Proper records/spreadsheets with this information will be maintained.

4. The Program Advisory Committees will meet once per semester to discuss ideas for both retention and recruitment or other areas of concern.

5. Faculty will contact students who are not making satisfactory progress towards degree completion to: (1) offer consultation; (2) suggest a referral to the writing center and/or; (3) discuss options for taking an incomplete.

#### **4. List student learning outcomes for majors:**

##### **BSED Educational Studies (non-licensure)**

1. identify, compare, and contrast salient features; analyze policy differences between teaching and learning in formal school and informal non-school contexts
2. recognize demographic changes occurring in the United States and how these change the ways we think about informal education opportunities
3. explore and analyze access and equity issues in informal education, on a practical and policy level, as these relate to marginalized groups
4. identify potential career paths involving teaching and learning outside schools
5. describe and utilize the social, emotional, cognitive, and physical characteristics that can impact learning during childhood, adolescence, and

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

adulthood; describe and critically evaluate the status of the major extant psychological theories of cognition and motivation and their relevance (or lack thereof) for educational practice; describe, as currently understood in the field, the cognitive processes (e.g., attention, storage, retrieval) that underlie human learning and apply these to problems of learning and instruction, including both those that involve general problem solving and domain-specific tasks and skills

**BSED Elementary Education/ELED (Grades 1-6) option**

1. know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation
2. demonstrate a high level of competence in use of English language arts; know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas
3. know, understand, and use fundamental concepts of physical, life, and earth/space sciences; design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science
4. know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability; consistently engage problem solving, reasoning and proof, communication, connections, and representation
5. know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world
6. know, understand, and use—as appropriate to his or her own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students
7. know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health
8. know, understand, and use—as appropriate to his or her own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students
9. plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

10. understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
11. understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
12. use his or her knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
13. use his or her knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom
14. know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student
15. be aware of and reflect on his or her practice in light of research on teaching, professional ethics, and resources available for professional learning; continually evaluate the effects of his or her professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally
16. know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, and physical growth and well-being of children

**BSED Elementary Education/ELED (Grades 1-6) option**

1. know and understand young children's characteristics and needs, birth – age 8
2. know and understand the multiple influences on early development and learning
3. use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
4. know about and understand diverse family and community characteristics
5. support and engage families and communities through respectful, reciprocal relationships
6. involve families and communities in young children's development and learning
7. understand the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children
8. know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

9. understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities
10. know about assessment partnerships with families and with professional colleagues to build effective learning environments
11. understand positive relationships and supportive interactions as the foundation of his or her work with young children
12. know and understand effective strategies and tools for early education, including appropriate uses of technology
13. use a broad repertoire of developmentally appropriate teaching/learning approaches
14. reflect on his or her own practice to promote positive outcomes for each child
15. understand content knowledge and resources in academic disciplines: language and literacy; the arts—music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies
16. know and use the central concepts, inquiry tools, and structures of content areas or academic disciplines
17. use his or her own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child
18. identify and involve oneself with the early childhood field
19. know about and uphold ethical standards and other early childhood professional guidelines
20. engage in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource
21. integrate knowledgeable, reflective, and critical perspectives on early education
22. engage in informed advocacy for young children and the early childhood profession

**BSED Elementary Education/ESL Option**

1. demonstrate a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the discipline(s) and create learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity
2. understand how individuals grow, develop, and learn and provide effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students
3. understand how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and create instructional opportunities that are adapted to diverse learners
4. understand instructional planning and design instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals
5. understand the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning
6. understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills in the learning of both content and languages



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

7. use knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
8. understand various formal and informal assessment strategies and use them to support the continuous development of all students
9. understand the role of the community in education and develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being
10. be a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seek opportunities to grow professionally from interactions with students, their parents, and other professionals
11. understand education as a profession, maintain standards of professional conduct, and provide leadership to improve the learning and well-being of students for whom English is a new language

**BSED Elementary Education/Multilingual Option**

1. demonstrate a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the discipline(s) and create learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity
2. understand how individuals grow, develop, and learn and provide effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students
3. understand how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and create instructional opportunities that are adapted to diverse learners
4. understand instructional planning and design instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals
5. understand the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning
6. understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills in the learning of both content and languages
7. use knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
8. understand various formal and informal assessment strategies and use them to support the continuous development of all students
9. understand the role of the community in education and develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being
10. be a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seek opportunities to grow professionally from interactions with students, their parents, and other professionals
11. understand education as a profession, maintain standards of professional conduct, and provide leadership to improve the learning and well-being of students for whom English is a new language

**BSED Middle Level Education (Grades 5-8)**

1. understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in his or her practice; demonstrate his or her ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents
2. understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter; use his or her knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes; demonstrate his or her ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge; design and teach curriculum that is responsive to all young adolescents' local, national,

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition)
3. understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools; work successfully within middle level organizational components
  4. understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment; employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition)
  5. understand his or her complex role as a teacher of young adolescents; engage in practices and behaviors that develop his or her competence as a middle level professional; be an informed advocate for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members; demonstrate a positive disposition and engage in ethical professional behaviors

**BSED Special Education (K-Age 21)**

1. understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities
2. create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination
3. use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities
4. use multiple methods of assessment and data-sources in making educational decisions
5. select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities
6. use foundational knowledge of the field and his or her professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession
7. collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

**Master of Arts in Teaching/Alternative Teacher Licensure**

1. develop developmentally appropriate content area curriculum
2. design and maintain "best practice" based classroom management procedures
3. implement appropriate classroom pedagogy based on current learning theory
4. design and implement appropriate student assessment instruments
5. utilize assessment and other student feedback to adjust curriculum, management, and pedagogy
6. meet professional educator licensure requirements

**Master of Science in Education, Curriculum and Instruction**

1. understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, psychosocial, and physical areas; design and implement developmentally and challenging learning experiences
2. provide developmentally appropriate environments that incorporate cognitive, linguistic, psychosocial, and physical dimensions of learning where students take intellectual risks, practice democracy, work collaboratively and independently, as well as feel a sense of autonomy; arrange learning environments in ways that are caring, inclusive, stimulating and safe
3. understand that learners bring into the classroom different abilities, talents, prior learning experiences, and different sets of values, so he or she knows how to access information about the

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- values of diverse cultures and communities to assist learners as he or she develops attitudes of respect and appreciation for others
4. utilize content knowledge and curricular innovations to create sound, research-driven, and integrative learning experiences across the disciplines
  5. understand and use a variety of instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
  6. design and implement learning opportunities within and across the disciplines that engage learners purposefully in applying content knowledge
  7. effectively employ formative and summative assessments to systematically observe, monitor, and document student learning; understand the strengths and weaknesses of various assessment practices and recognize the need for students to monitor their own learning
  8. initiate positive, interactive relationships with families and communities as they support children's learning and development
  9. systematically analyze, evaluate, and reflect upon teaching and learning experiences to incorporate best practices as he or she strives to improve instruction in their classrooms
  10. seek opportunities for collaboration to improve schools and advance knowledge and practice in their field

**Master of Science in Education, Educational Leadership (Principal Licensure)**

1. apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders (ELCC Standard 1.0)
  1. collaboratively develop, articulate, implement, and steward a shared vision of learning for a school (1.1)
  2. collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals (1.2)
  3. promote continual and sustainable school improvement (1.3)
  4. evaluate school progress and revise school plans supported by school stakeholders (1.4)
2. apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment (ELCC Standard 2.0)
  1. sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (2.1)
    2. create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program (2.2)
    3. develop and supervise the instructional and leadership capacity of school staff (2.3)
    4. promote the most effective and appropriate technologies to support teaching and learning in a school environment (2.4)
  2. apply knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning (ELCC Standard 3.0)
    1. monitor and evaluate school management and operational systems (3.1)

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

2. efficiently use human, fiscal, and technological resources to manage school operations (3.2)
  3. promote school-based policies and procedures that protect the welfare and safety of students and staff within the school (3.3)
  4. develop school capacity for distributed leadership (3.4)
  5. ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning (3.5)
2. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners (ELCC Standard 4.0)
1. collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)
    2. mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community (4.2)
    3. respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (4.3)
    4. respond to community interests and needs by building and sustaining productive school relationships with community partners (4.4)
  2. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling (ELCC Standard 5.0)
1. act with integrity and fairness to ensure a school system of accountability for every student's academic and social success (5.1)
    2. model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school (5.2)
    3. safeguard the values of democracy, equity, and diversity within the school (5.3)
    4. evaluate the potential moral and legal consequences of decision making in the school (5.4)
    5. promote social justice within the school to ensure that individual student needs inform all aspects of schooling (5.5)
  2. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies (ELCC Standard 6.0)
1. advocate for school students, families, and caregivers (6.1)
    2. act to influence local, district, state, and national decisions affecting student learning in a school environment (6.2)
    3. anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies (6.3)
  2. apply knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor (ELCC Standard 7.0)
1. synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences (7.1)

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

2. complete a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment (7.2)
3. determine an on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution (7.3)

**Educational Specialist, Educational Leadership (Superintendent Licensure)**

1. apply knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders
2. apply knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district
3. apply knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning
4. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners
5. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling
6. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies
7. apply knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor

**Educational Doctorate, Educational Leadership (Superintendent Licensure)**

1. apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

2. apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment
3. apply knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning
4. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners
5. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling
6. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies
7. apply knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor

**Educational Doctorate, Educational Leadership (Organizational Justice, Equity, & Inclusion)**

Student Learning Outcomes currently being developed as this is a new program

**Master of Science in Education, Educational Studies**

1. demonstrate competence in the core knowledge base of educational studies
2. apply knowledge and skills developed in the program to specific, educationally relevant problems and/or issues
3. demonstrate in-depth mastery of at least one specific educationally relevant problem or issue
4. read, interpret, and evaluate scholarly literature
5. write and present information in a professional manner

**Master of Science in Education, Reading**

1. understand the theoretical and evidence-based foundations of reading and writing processes and instruction

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

2. use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing
3. use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction
4. create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society
5. create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practice, approaches and methods, curriculum material, and the use of assessment
6. recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibly

**Master of Science in Education, Special Education**

1. know, reflect on, act in accordance with, and be committed to professional standards governing his or her subject matter, expectations for learners as described in the appropriate content standards, and making such content meaningful and empowering for all learners
2. know, reflect on, act in accordance with, and be committed to research-based best practices that promote the growth, development, learning, and empowerment of all individuals representing the social fabric of our diverse society
3. know, reflect on, act in accordance with, and be committed to research-based principles governing the planning of instruction, the creation and maintenance of positive, safe learning communities, the implementation of appropriate technological tools, and the use of varied approaches to impact, assess, and empower learning
4. know, reflect on, act in accordance with, and be committed to the importance of professional dispositions, especially those that advance fairness and the belief that all individuals can be empowered to learn
5. know, reflect on, act in accordance with, and be committed to the principles that govern the application of his or her knowledge of subject matter, the empowerment of learners, and the acquisition of practical and professional skills during field and clinical experiences, and to the continual improvement of professional performance

**5. Describe Department/School strengths:**

Energetic, focused, hard working faculty  
A generally very experienced group of faculty  
Branding is more prominent.  
High Quality Programs, both licensure and non-licensure/undergraduate and graduate  
Diversity of people and a diversity of ideas—among faculty, staff, and students  
Large growth in graduate program student numbers  
Recruitment/retention plan  
Data driven decision making  
Strong grant writing/awarding  
Competent Office Manager  
GAs are flexible and hardworking  
Numerous SOE Centers providing real life, experiential learning opportunities  
Strong foundation funding/accounts  
Faculty/Staff creativity

**6. Describe Department/School challenges:**

MAT program growth is unsustainable without adequate supports.  
Increasing number of senior faculty retiring resulting in more junior faculty with less experience.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Traditional undergraduate enrollment numbers are artificially inflated by ALT licensure para track program – meaning that traditional face-to-face programs are stagnate in enrollment.

Lack of Unit A faculty in SPED, RDG, SSED

Involvement with the state consortium for Early Childhood Education

Approximately 840 active students for spring 2023 semester.

**7. Identify opportunities for your Department/School in the short term:**

Short-term goals have considered enrollment and retention trends and their impact on factors such as faculty workload, available staff, and administrative support. All these elements affect morale, motivation, and productivity. Ultimately, these components influence the quality of the product that is delivered to the satisfaction of both undergraduate and graduate students. Without proper supports, product quality diminishes. Subsequently, that effects whether prospective students select programs that are offered, or whether they end up being retained to the point of completion. Given the rapidly changing educational environment, the School of Education must be adaptive in its approach to meet the demands of remote students, but not at the cost of neglecting traditional face-to-face delivery of programs. Specific short-term goals include: (1) Secure adequate faculty and staff to support the growing MAT program so that it can attain 500 active students enrolled; (2) Secure adequate faculty and staff to support the growing Paraprofessional Track options in Elementary Education so that it can attain 300 students enrolled; (3) Get ahead of irrevocable retirements and unexpected faculty resignations so that appropriate replacements can be made close to the time of an announcement; (4) Examine the current Departmental Criteria and revise it at the time of the next university contract (e.g., this might include the creation of tenure and portfolio templates for narratives, consistent file labeling, organization, tables for communication of data, or a reevaluation of current tenure and promotion requirements); (5) Examine the current Departmental Workload Equivalencies in order to reevaluate workload descriptions given changes since the last revision (e.g., this might include reexamining ACE ranges for program coordinating, advising, directorships, as well as making other relevant changes that are suggested by faculty and the dean's office); and (6) Continuous monitoring of the EDL, EDS, C&I, RDG and SPED programs – especially in retaining 1% to 2% more students per year. These areas will also focus on steady enrollment increases as outlined in the school's retention and recruitment plans that were completed 2 years ago.

**8. 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.**

There are several other areas related to program delivery that can be improved in the short-term: (1) Adjust the EDL Organizational Justice Program to include a better range of methodological approaches to research; (2) Maintain pace with the State of Illinois' everchanging policy on educating pre-service teachers as it pertains to legislation, mandates, and rules guiding program delivery. This will allow the department to make appropriate program modifications to remain as competitive as possible; (3) Increase enrollment in the Educational Studies B.S. program to 30-50 active students by taking appropriate measures to secure international cohorts, convert courses to online, and offer reasonable programs of study that do not require licensure. Currently, this program has only 2 students and is at risk of being discontinued; (4) Contribute to the ongoing development of the international cohort of the MAT program by continuing to offer small cohorts (10-15 students); (5) Bring the departmental unit into 100% compliance with implementation of the Culturally Responsive Teaching and Leading Standards by 2025. This effort will include the articulation of standards with course objectives, Social Emotional Learning standards as well as the new Illinois Professional Teaching Standards into all course syllabi; (6) Facilitate a program change designed to merge the Elementary Education B.S. degree with the English as a Second

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Language option into one stand-alone degree. This will result in an innovative offering that will address the increase in foreign language speakers in the classroom; (7) Continue working towards arranging 2+2 agreements with junior colleges so that undergraduate students in teacher education programs can complete the program of study in less than 5 semesters. These partnerships will also increase face-to-face, traditional enrollment; (8) Conduct a feasibility study, and subsequently design and launch a fully online doctoral program in Curriculum and Instruction. Such a program might be catered to candidates desiring to teach general education courses at the junior college level; and (9) Other initiatives recommended by faculty program coordinators, the dean's office, or university (i.e., SWOT analysis and OKRs). Usher in a Mathematics Specialist option in collaboration with mathematics and philosophy department.

Other areas include the following:

- Establish Early Childhood Lab School in QC area
- Host an open house with Macomb teachers, staff, administration
- Host an open house with regional teachers, staff, administration
- Host an Administrator Round Table Event every semester.
- Continue developing the new Center for Rural Education
- See more grant opportunities to support all of the SOE initiatives
- Hire a Unit A special education faculty
- Hire a Unit A literacy education faculty
- Diversify our student population via targeted recruitment activities
- Examine and revise program curriculum to reflect current scholarship/disciplinary understandings
- Encourage faculty publication/scholarship/grant writing
- Increase student engagement by way of the new living/learning community dorm floor
- Re-engage student organizations that have struggled due to the pandemic
- Create ways to more strongly support our students via mentoring programs, particularly our students of color
- Provide better mechanisms by which local and regional educators can more easily access the resources housed in the School of Education
- Advocate for the elimination of the EdTPA requirement for teacher licensure & replace it with an “in house” portfolio system similar to the EdTPA but scored in our department.
- Support students in passing the state tests for licensure via the purchase of study materials and tutoring sessions
- Meet the Early Childhood Consortium student number goals via the newly developed para professional and MAT programs
- Continue the development of an international teacher pipeline via the International MAT program.

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

- Number of local/regional events we host for school faculty, staff, administrators
- Growth of activities connected to the Rural Center
- Number of new faculty hires
- Additional grant monies garnered
- Measure growth of our students in terms of diversity
- The degree to which curriculum/program updates are made
- Measure the “foot traffic” among school/community members in our various centers
- Number of international students entering the pipeline and their success
- Number of students passing/not passing state licensure tests
- Count our Early Childhood students
- Number of additional 2+2 agreements put into place.
- Note whether or not new programs are established over the long term in areas specified in item

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**10. List major faculty and staff achievements:**

Dr. Sebastian Szyjka & Dr. Abha Singh assisted with the Western Illinois Science Olympiad in February 2022.

Dr. Abha Singh hosted the KDP ceremony for SOE students in May 2022. Numerous faculty presented at state, regional, national, and international conferences

Dr. Lindsay Meeker was awarded grants, to date, totaling nearly \$30,000,000 dollars for ECH initiatives associated with the School of Education as well as the Center for Early Childhood Education

Dr. Curtis Simonson attended a School Board Conference and is working on 2 publications in the area of Educational Leadership.

Dr. Jose Pavez: Western Illinois University (WIU) elementary student teachers, along with Dr. José Manuel Pavez, recently partnered with Silvis School District #34 to host a successful Math and Science Family Night at George O. Barr School on March 9th. The evening's centerpiece was an engaging predict-observe-explain (POE) activity designed by the WIU elementary student teachers. This interactive learning experience provided students and their families an opportunity to make predictions, observe outcomes, and analyze scientific phenomena together.

Dr. Terri VandeWiele, Superintendent of Silvis School District #34, and the school assistant principal were both in attendance, expressing their gratitude for the collaboration between the local schools and the university.

Pavez, J., Navy, S., Luft, J., Ayano, E., & Prince, A. (2023, Apr 18-21). Facing challenges as a new teacher: The case of new science teachers building up resilience in their early years of teaching. [Paper presentation]. National Association for Research in Science Teaching (NARST) Annual International Conference, Chicago, Ill, United States.

Dr. Pavez is part of an NSF NOYCE grant #2243323: Building a Pathway for Recruiting and Preparing STEM Teachers in Rural West Central Illinois.

Delany-Barmann, G., Paciotto, C., Lee, B., Meeker, L. Building Evidence to Increase Rural Learner Success. Ascendium Foundation. \$311,100.

McIlvaine-Newsad, H., & Delany-Barmann, G. Kaleidoscope Vision: shifting perspectives on disaster research and care of applied researchers. American Anthropological Association. Seattle, WA. November 10.

McIlvaine-Newsad, H., Delany-Barmann, G., Saéz, Y. & Pensón, V. (under review) Marginalized, Colonized, and Resilient: Contesting Disasters One Breath at a Time.

Delany-Barmann, G., & McIlvaine-Newsad, H. (2022). Cultivating Change in the Curriculum through International Faculty Development, in J. Weiss & H. Haldane (Eds.), Transforming and Reshaping General Education in Higher Education. Routledge.

Dr. Sharon Stevens (2022-2023). Executive Director for the Midwestern Educational Research Association.

Dr. Rashmi Sharma (2022-2023). Mid-Western Educational Research Association (MWERA) President-Elect for 2023 MWERA Annual Conference

Dr. Rashmi Sharma (2021-2022) Oct 2021-22 Vice President and Program Chair for 2022 MWERA Annual Conference

Sharma, R. (2023, Apr 16) Rural Women's Education and Empowerment Program in India: An Appreciative Inquiry [Paper Session]. American Educational Research Association (AERA), Chicago, IL

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Butcher, S., Yang, P., & Sharma, R., (2023, Apr 13) Developing a Social and Emotional Learning Curriculum: A Quantitative Inquiry from Secondary Students' Perspectives [Paper Session]. American Educational Research Association (AERA), Chicago, IL

Wan, G., Sharma, R., Walker, A., Habib, A.& Hendrix, R. (2023, Apr 12) Global teaching and learning experience in China: Perspectives from teacher and leadership candidates [Paper Session]. Chinese American Educational Research and Development Association (CAERDA), Chicago, IL

Yeh, E. & Sharma, R. (2022, Oct 20). Overcoming online barriers during disruptive times: Fostering cognitive presence of English language learners through Flipgrid [Paper Session]. Mid-Western Educational Research Association (MWERA), Cincinnati, OH

Yuki Hasebe I. Professional/Scholarly work 1. The COEHS faculty and student research colloquium Yuki Hasebe presented on Title: A New Look at the Parent-Child Relationship from the View of Quantified Moral Psychology Date: Nov the 3rd Thursday Noon – 1:05 PM on zoom 2. Currently in process for scheduling for the COEHS faculty and student research colloquium presentation for the Spring semester (intended for end of April or May). II. Community health promotion activities in collaboration with the WIU Recreational center: Instructing zumba/dance special events 1. Zumba dance in glow sessions at the Rec center: February 7, April 11th and 2 sessions in the Fall semester 2. The women's month celebration at the Multicultural center March 28th

### **11. List major student achievements and recognitions:**

Outstanding Preservice Teaching Award Recipients (Undergraduate) for FALL 2022

Calie Walker

Amber Luker

Malia Bollinger

Stephanie Shipp

Abbigail Yodts

Outstanding Preservice Teaching Award Recipients for SPRING 2023

There will be 7-12 recipients, but they have not been determined at the time of completion of this report.

### **12. List alumni activities:**

Not reported

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Health Science and Social Work**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

Mission: Our mission is to promote fully engaged and service-oriented professionals and leaders striving to improve the health, safety, and well-being of their communities.

Vision: We are a diverse and dedicated department committed to providing relevant and meaningful educational, research, and service opportunities that impact the ever-changing needs of the communities we serve

**2. Degrees offered in Department/School:**

Bachelor of Science in Health Services Management  
Bachelor of Science in Public Health  
Bachelor of Social Work  
Master of Public Health (Public Health or School Health Options)  
Post Baccalaureate Certificate in Health Services Administration

**3. List specific recruitment and retention activities:**

Recruitment

1. Participated in the WIU Major & Minor Fair
2. Participated in all of the Discover Western Events
3. Sent letters to admitted students
4. Developed partnership with DCFS so that next year will be able to work with students on applying for the Pat McGuire Child Welfare Education Fellowship
5. Explored a possible partnership with Memorial Hospital in Carthage to assist with recruiting nurses – B.S. in Health Services Management for nurses who have an associate's degree
6. Social Work and Public Health students presented sessions at local high school (Macomb, Rushville) wellness days
7. Social Work students presented at the Rushville Industry High School Career Fair on 3/3/23.

Retention

1. Welcome back ice cream social for department students
2. Social Work Connections Events (social work topic presentations along with fellowship) –  
October 10 – Latinx Social Work Students and Alumni Panel: First-Gen Experience  
November 15 – Social Workergiving celebration (food from other cultures)  
March 1 – Kick off to social work month student gathering  
March 22 – Men in Social Work Panel
3. Social Work Student Association hosted hotdogs and smores event for department students
4. First Year student transition session – set up zoom meeting to meet with first year students who were transitioning to the College (advisors, faculty)
5. Phi Alpha Social Work Honor Society offered study/mentoring times for social work students
6. Organized training for public health students by the Columbia University Center for Disaster Preparedness and Response
7. Social Work Student Association hosted grad panel event
8. Phi Alpha Social Work Honor Society hosted a panel of alumni to talk about the diverse fields in social work
9. Social Work faculty along with the Counseling Center hosted a Conference – Increasing Cultural Competence with the LGBTQIA+ Community
10. Social Work students created a scavenger hunt event for students



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

11. Public Health graduate students attended the IL Public Health Association's Student Day in Springfield
12. Twelve Social Work students participated in Social Work Advocacy Day
13. Exploring Your Future in Social Work – This is a professional advising series that occurs twice a month. They have explored various Social Work topics including graduate school, CSWE and their accredited programs, writing essays for scholarships and graduate school, self-care.
14. MPH Graduate Student Organization hosted journal clubs throughout the academic year. These events involved faculty from the department sharing their research and publishing tips with the MPH graduate students.
15. Health Sciences hosted a Graduation Party for all MPH spring graduates.

**4. List student learning outcomes for majors:**

Health Services Management (B.S.)

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

1. demonstrate the ability to understand the basic organizational structure of a health care organization by establishing a site visit, conducting an in person interview with management personnel, and provide an overview (PowerPoint) presentation to class
2. demonstrate effective written communication skills when submitting final course assignments

Public Health (B.S.)

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

1. demonstrate comprehension of basic writing skills of a theory application paper
2. demonstrate comprehension of basic writing skills

Social Work (B.S.W.)

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

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Public Health (M.P.H)

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



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

1. demonstrate comprehension of basic writing skills of an epidemiological research paper
2. demonstrate comprehension of basic writing skills of a research proposal
3. demonstrate comprehension of basic writing skills of a case study

Health Services Administration (PBC)

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

1. apply the principles of health policy formulation to case studies in health services administration
2. explain the complexity of managing in a dynamic health care environment

### **5. Describe Department/School strengths:**

Department strengths include:

- o Faculty/advisers accommodate, advocate, and assist students through each step of the process until graduation, and even beyond.
- o Communication between faculty, staff, advisors, deans, and supervisors is frequent and collaborative, with a focus on student needs.
- o Analyze, adapt, reflect, improve, innovate, and grow to fit the needs and expectations of a changing industry, student population, and unexpected events (COVID).
- o Unique programs with certifications, specializations, internships, practicums, opportunities, and career counseling throughout the program.
- o Transferable skills, human service-oriented learning, hands-on experiences, and applicable knowledge to a wide variety of career fields.
- o Pathways for specialization.
- o Community partnerships with practicum agencies, volunteer organizations, active and involved student organizations.
- o Faculty, staff, advisors who are committed to student success and strive to provide support from all angles, whenever possible.
- o Increasing diversity of students, faculty, and staff. Faculty are from diverse and nationally ranked universities.
- o Use of technology in teaching – both online as well as with on-site courses.
- o Strong partnerships with other departments/offices on campus.
- o Faculty who are creative in their ideas for recruitment and retention, including the development of unique partnerships and ideas for other programs.
- o STEM designation for the Master in Public Health.
- o Strong alumni base who give back through their talents – participating in alumni panels, mentoring students, and serving as adjuncts.
- o Many hands on experiences throughout the programs for students to practice skills prior to internships/practicums or careers.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- o Social Work is an accredited program.
- o Faculty work well together in supporting our students.
- o Strong academic advisors.
- o Emphasis on diversity issues in courses as well as extracurricular activities.
- o Individualized attention to students' needs to promote student personal and professional growth.
- o Faculty have all served as practitioners prior to becoming a faculty member. Many of the faculty continue to work as practioners.
- o Faculty are involved in the community to varying degrees – serve on agency boards, work at agencies, consult with community groups, provide supervision.

**6. Describe Department/School challenges:**

- o For the last several years, the Department has had a lack of committed full-time leadership. Leaders have been providing oversight to other areas within the University.
- o Little to no replacement of faculty who have left the Department.
- o No permanent office manager for several years – office manager position is only a ½ time position.
- o Declining number of students in undergraduate health-related programs while the graduate program is seeing large increases in students, especially international graduate students.
- o Limited time and talent to revitalize departmental recruitment strategies, website information, prospective student involvement opportunities, and marketing strategies.
- o Limited leadership and support for innovations and creative solutions to departmental, program, and student needs.
- o Lack of funding for travel, professional development, conferences, student opportunities, hiring more faculty and staff to grow programs, and new program development (MSW).
- o Due to heavy teaching loads, faculty have limited time for engaging in recruitment and retention activities.
- o Social Work student spaces are in Horrabin while the faculty spaces are in Stipes.
- o Increasing student concerns that impact retention – academic preparedness, mental health needs, family issues, etc.
- o Expectation that all aspects of department be done jointly as opposed to the programs being allowed to do some of their own unique things.
- o Currently no MSW program which impacts ability to recruitment students to BSW program as many students look to do both.
- o Limited foundation funds to help support students through scholarships.
- o Challenges with hosting events and connecting with alumni.
- o Discussions regarding merging areas and the challenges that may include.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**7. Identify opportunities for your Department/School in the short term:**

- o Establish a greater online presence with marketing to showcase the variety of career opportunities, including funding opportunities. This will help to debunk some of the myths related to what the programs require as well as concerns over financial future.
- o Creation of a MSW program to assist with recruitment of students into the BSW program as well as help to reduce the mental health provider shortage in the state of Illinois.
- o Continue to explore offering courses through multiple modalities as well as different time structures (such as weekend academies).
- o Explore the possibility of possible cross-listing of courses with other areas within the College.
- o Recruitment of additional international students as well as non-traditional students. Determine how to more effectively target the Quad Cities market. Identify additional partnerships with rural agencies to support “grow your own” initiatives.

**8. 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.**

The main goals for the department are:

1. Explore and implement the best organizational structure for the programs within the department.
2. Successfully complete the CSWE Reaffirmation process including the implementation of the SW Student Diversity Council.
3. Strengthen and implement recruitment and retention efforts for all programs.
4. Implement peer mentoring for specific department programs as well as assist the College with training peer mentors.
5. Improve the assessment plans and tools utilized by the health sciences programs.
6. Continue intentional work on diversity, equity, inclusion, and justice discussions and activities.

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

The Department will identify and/or create reporting mechanisms to be able to track data related to these items. Success will be determined by whether there is progress and/or completion of the stated goals.

**10. List major faculty and staff achievements:**

- Dr. Katherine Perone named as one of 30 Commissioners on the Council on Social Work Education Commission on Accreditation.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Dr. Maureen Bezold - runner up on the best research to practice abstract in Health Administration Practice at the American Public Health Association Annual Meeting.
- Agboola, J.O. Ayosanmi, O., Mogbojuri, O., & Bezold, M. (2022). Uptake of screening mammogram in West Central Illinois during the COVID-19 pandemic: Lessons learned. *Oncology in Clinical Practice*, 18(4), 211-218.
- Akinyemi, O., Babatunde, O., Weldehlase, T. A., Akinyemi, I., Akinwumi, B., Oladunjoye, A. F., Ogundare, T., & Bezold, M. (2022). Association between obesity and self-reported depression among female university students in the United States. *Cureus*, 14(11).
- Akinyemi, O., Adelekan, O., Omokhodion, O., Ola, B.N., Tanna, R., Akingbule, A., Utomi, A. Fasokun, M. E., Violet, O.A., Chioma, S.I.S, & Bezold, M. (2023). Impact of obesity on college student academic performance: A comparison between the United States and Nigeria. *Edition 63 Obesity and Body Image*, <https://hphr.org/edition-63/>.
- Peterman, K. (2022, August). “Implicit Bias Training.” Invited presentation at West Central Illinois Professional Counselors Association, Macomb, IL.
- Riley Konitzer was the April Advisor of the Month.

**11. List major student achievements and recognitions:**

- Phi Alpha National Honor Society for Social Work inducted 13 new members.
- Three Public Health graduate students participated in Graduate Research Day.
- Four Public Health graduate students were selected to attend a United Nations conference on Children.
- One of our PH graduate students is now a member of the Think Tank for the American Journal of Public Health. It's the top public health journal in the nation and our student is just one of six students, out of 100+ applications from around the country, chosen to be part of this prestigious group.
- Over 40 Public Health graduate students attended the Illinois Public Health Associations' Student Day in Springfield to learn more about public health policy advocacy and the legislative process.
- Public Health graduate student earned the first Student of the Month for COEHS.
- Twelve Social Work students participate in Social Work Advocacy Day.

**12. List alumni activities:**

- 10/10/22: Latinx Social Work Students and Alumni: First-Gen Experience event. Current students and alumni who are Latinx and first-generation college students shared their experiences of going to college and going through the Social Work program.
- 3/22/23: Men in Social Work Panel. Four male alums shared their experiences as males in a female dominated profession.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Social Work faculty conducted a survey of alumni for their self-study process. As part of the survey, they also sought information about alums who would be interested in serving on panels, mentoring current students, and serving as adjuncts. Forty-two alumni volunteered to serve as mentors to current students and 32 were interested in being a guest speaker in classes.
- Social Work has an advisory board which includes alums that met twice this academic year. During the fall meeting, it was recommended that a student diversity council be created. The council met for the first time at the end of the academic year.
- Social Work field instructors (for practicum) consist of many alums. These alums provide valuable feedback regarding the changing needs of the profession.
- During the HS 511 class, an alumni panel presented on their experiences as graduate students as well as their current careers.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Department of Kinesiology**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**1. Department/School mission statement:**

Our mission is to study human movement from broad perspectives to prepare professionals to lead advocacy for lifelong exercise, health, management and wellness in their communities. The department strives to meet its mission by offering sound learning opportunities to students for reaching their highest potential in their chosen area of study. The department employs a student-center approach by emphasizing educational experiences and by also supporting efforts to engage in original research and university and community service activities.

**2. Degrees offered in Department/School:**

B.S. Exercise Science  
B.S. Nutrition and Dietetics  
B.S. Nutrition and Foodservice Management  
B.S. Physical Education Teacher Education  
M.S. Kinesiology  
M.S. Sport Management  
B.S. + M.S. Integrated Degrees with Recreation, Park and Tourism Administration & Sport Management.  
B.S. + M.S. Integrated Degrees with Broadcasting and Journalism & Sport Management.

**3. List specific recruitment and retention activities:**

- Approximately a 20% enrollment increase at the start of the Fall 22 semester from the Fall 21 semester.
- Digital postcard campaign sent to prospective students, freshman admits and transfer students with 11,292 cards sent by April 10, 2023.
- Assigned a graduate teaching assistant to manage and post items to department social media accounts and track analytics. Average social media engagement increases from February 9<sup>th</sup> 2023 through April 7<sup>th</sup> 2023:
  - Facebook %1,049;
  - Instagram %355;
  - YouTube %250.
- Opened two new student resource centers in Brophy Hall:
  - The Student Success Center in Brophy Hall 200A.
  - The PETE Resources Room in Brophy Hall 230.
- During Fall 22, conducted a Graduate Students Expectations seminar and survey.
- During Fall 22, conducted a Diversity, Equity and Inclusion seminar and survey.
- Tours of Brophy Hall with numerous prospective Exercise Science students during the F22and SP23 semesters.
- Sent out personalized, handwritten notes to all registered Exercise Science students.
- Emailed the entire list of accepted Exercise Science prospective students on over five occasions; over 300 students each mailing.
- Hosted The American Drug Free Powerlifting Federation Single Event National Championships, March 4<sup>th</sup>, 2023 (Dr. Piper)..
- Hosted Unified Sports Festival, April 21<sup>st</sup>, 2023 (Drs. Gabbei and Wang).
- Hosted Senior Olympics, April 27-28<sup>th</sup>, 2023 (Dr. Piper).
- Renewed the WIU status of the National Strength and Conditioning Association-Education Recognition Program, a distinction we have held since the programs inception in 1999.
- Participated in the Discover Western Events during the Fall 22 and Spring 23 semesters.
- Participated in the Fall 22 Major - Minors Fair.
- Participated in the Fall 22 and Spring WIU Grad Program Expos.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Ongoing email contacts with every batch of accepted students interested in undergraduate programs.
- Zoom calls with prospective students.
- Personal tours of Brophy Hall for prospective students.
- Developing strategies to partner with community colleges for a 2+2 agreement.
- Membership on a university committee to recruit underrepresented students.
- Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students.
- Attracting student with the Scuba program. One of only a handful of universities to offer a scuba minor.
- Participated in Health Fairs in the community.
- Participated in Career Fairs at area high schools.
- PE Program developed a recruitment video for You Tube.
- Frequents posts on the WIU PETE Facebook page.
- Held Professional Development Event for PE teachers on Unified PE.
- Ongoing email contacts with every batch of accepted students interested in graduate programs.
- MOU Agreement finalized with UANL for graduate program (Signed on 2/21/22).
- Fall 22 hosted 2 graduate students from UANL for a 10-week period where they shadowed athletic trainers in various athletic teams and therapists in the area (Advanced Rehab & Sports Medicine Services).
- SP 23 hosted Dr. Carranza from UANL for a 2-week period.
- Promotional presentations in undergrad Sport Management courses in nearby community and 4-year colleges and universities (e.g., Quincy University, Culver-Stockton College).
- Attend career fairs.
- Attend academic conferences to promote the programs.
- Ongoing email contacts with every batch of accepted students interested in graduate programs.
- MOU Agreement finalized with UANL for graduate program (Signed on 2/21/22).
- Hosted a graduate student from UANL for a 4-week period where he shadowed athletic trainers in various athletic teams and therapists in the area (Advanced Rehab & Sports Medicine Services).

**Undergraduate and Graduate Programs:**

- Actively posting up-to-date information to the department Student Acknowledgements bulletin board and Careers bulletin board about recent student achievements.

**4. List student learning outcomes for majors:**

**B.S. Exercise Science:**

The learning outcomes from each course help us achieve the mission of the Exercise Science Program at WIU, which is to develop competent and contributing professionals by:

- Providing a science-based curriculum addressing the physical and psychological aspects of human movement
- Promoting a physically active lifestyle across the lifespan within a diverse society
- Providing practical experiences and service-learning opportunities in a variety of environments
- Preparing leaders in such professional fields as strength and conditioning, wellness, fitness, allied health, sport and movement analysis, and activity programming
- Preparing students for success in graduate study and professional programs

●

**B.S. Nutrition and Dietetics**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Determine the science underlying the properties of various food components, and reactions that occur during food preparation/processing and storage.
- Apply knowledge of biochemistry and physiology to human nutrient metabolism.
- Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions in nutrition –related clinical and customer service.
- Assess and resolve managerial problems and use quantitative reasoning concepts, critical thinking related to food and nutrition in a global, cultural and diverse society.
- Develop interventions to affect change and enhance wellness in diverse individuals and groups.
- Demonstrate effective and professional oral and written communication and documentation.

**B.S. Nutrition and Foodservice Management:**

- Determine the science underlying the properties of various food components, and reactions that occur during food preparation/processing and storage.
- Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions related customer service in nutrition and foodservice.
- Apply best practices and industry standards related to protocol and promotion in nutrition and/or foodservice commercial, public, and non-profit environments.
- Assess and resolve managerial problems related to nutrition and foodservice in a global, cultural and diverse society.
- Develop interventions to affect change and enhance wellness in diverse individuals and groups.
- Demonstrate effective and professional oral and written communication and documentation.

**B.S. Physical Education Teacher Education:**

- Beginning with the Fall 22 semester, implemented a new curriculum model designed to better meet the requirements of the SHAPE America National Standards for Initial Licensure standards.
- Describe and apply specialized content knowledge for teaching preK-12 physical education.
- Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- Describe the historical, philosophical and social perspectives of physical education issues and legislation.
- Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- Achieve and maintain a health-enhancing level of fitness throughout the program.
- Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students
- Plan for and manage resources to provide active, fair and equitable learning experiences.
- Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.
- Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
- Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
- Engage in behavior that reflects professional ethics, practice and cultural competence.
- Engage in continued professional growth and collaboration in schools and/or professional organizations.
- Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

**M.S. Kinesiology:**

- Interpret and apply the knowledge and/or skills of Kinesiology learned within coursework specific to the area of study in the classroom (Application of Content Knowledge and/or Skills).
- Review, report, analyze, and apply research methodologies and statistical analysis procedures most often used within the field of Kinesiology.
- Demonstrate a graduate level of foundational “scientific knowledge” within the discipline of Kinesiology.
- Demonstrate an awareness of and value for diversity in the field of Kinesiology, while also becoming advocates for inclusivity of programs for all persons working and participating in programs within the physical activity, sport, wellness, exercise, and rehabilitation professions.

**M.S. Sport Management:**

- Explore, analyze, and appreciate complex problems in the field of sport management and develop innovative solutions.
- Interpret and apply the knowledge and/or skills of sport management learned in the classroom (Application of Content Knowledge and/or Skills).
- Prepare and present a purposeful presentation and/or document designed to increase knowledge, to foster understanding, or to promote change in the listeners'/readers' attitudes, values, beliefs or behaviors (Oral and Written Communication).

**5. Describe Department/School strengths:**

- During the Fall 22 semester about 473 students, and during the Spring 23 semester about 478 students, enrolled in the department's activity classes including General Education Human

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Well-Being courses (badminton, personal fitness, weight training, stress management, basketball and volleyball) generating about 951 student credit hours.

- Acquired a new treadmill, a number of blood pressure instruments, a number of skinfold calipers, and number blood oxygen sensors for the Human Performance Laboratory and classroom.
- Acquired a new volleyball equipment transportation and set-up cart for the gymnasiums.
- Plan to upgrade the Brophy Hall ethernet and wireless connections network.
- WIU offers an Exercise Science program that gives students a broad enough exposure to pertinent topics so that they can thrive in a variety of Exercise Science professions.
- WIU offers a number of topics and experiences on special courses that other regional schools do not offer, such as:
  - A high degree of hands-on lab experiences in a number of classes (as many as 7 courses have experiential lab components).
  - Experience working with older adult exercisers (KIN 300).
  - Experience testing and training clients in a real-world setting (KIN 463).
  - Experience with detailed program design:
    - KIN 343- Cardiorespiratory program design.
    - KIN 347- Strength and conditioning program design.
    - KIN 463- Personal training program design (16 sessions) for a WIU staff member.
- Student have opportunities to interpret and apply the knowledge and/or skills of sport management learned in the classroom (Application of Content Knowledge and/or Skills).
- Internship capstone are in an area of student career interest.
- WIU has a long history of developing strong professionals, that are well-known throughout the Midwest as being very high performing and industrious workers.
- WIU has professors that actively involved students in research projects.
- Undergraduate and graduate students develop data analysis skills using SPSS.
- Diverse expertise and background of faculty in the department.
- Exploring collaborations with community organizations (e.g., Carthage Hospital, WIRC) in addition to partnerships.
- Dedicated faculty are invested in students' academic success.
- Classes emphasize practical skills and allow students to become familiar with the use of specific laboratory equipment.
- Several classes use additional online resources to support teaching (e.g., Nearpod and Kahoot!).
- Completed a 4+1 Integrated bachelor's to master's programs with Augustana College and WIU's School of Management.
- Sport Management has a rich history in the Department of Kinesiology and as being one of the oldest programs in the country.
- Maintained strong enrollment numbers despite ongoing Covid-19 global pandemic and nationwide decline of college enrollment, with an average of 50 graduate students enrolled each fall throughout the past seven years.
- Only two of our peer institutions offer a M.S. degree in Sport Management. The two that offer a degree are both online degrees.
- Most of the Sport Management program can be complete online.
- Strong relationship with the Department of Athletics and Campus Recreation through the offering of the many graduate assistantships to support their departments.
- The majority of Sport Management students are on graduate or teaching assistantships.
- The organized student association (Sport Management Association) brings a cohesive effort for the students' professional development through inviting guest lecturers from academia and practical fields, attending conferences, and taking annual trips to various venues for behind the scenes look at the sporting industry.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- The program has a global network of alumni in all areas of the sport industry who are loyal and committed to the Sport Management program, providing their insights and expertise in the form of guest lectures, panel discussions, and mentoring of the emerging professionals.
- The curriculum is guided by the robust COSMA principles, encompassing both strong foundational knowledge and practical, hands-on experiences and applications that will equip students with the necessary skills to become the next generation of empathic leaders in the increasingly global industry.
- Well-known program that enjoys a strong reputation in the sport industry for preparing quality graduate students for a wide variety of career choices within the global sport industry.
- More than 800 graduates of the M.S. degree in Sport Management have found leadership roles, such as athletic director, public relations coordinator, social media coordinator, general manager of a professional sport franchise, or as associate athletic directors.
- The program requires an internship experience regardless of the selected academic route (thesis versus non-thesis), providing a valuable work experience, the ability to put into practice the knowledge acquired in the classroom, and the opportunity to make meaningful and professional connections that could lead to full-time employment.
- A full-time student will typically complete the requirements for the degree in two years or less.
- The Sport Management faculty is committed to cater towards the unique demands of each student, providing both in-person, fully remotely taught courses, and a livestream option.
- All courses in the graduate Sport Management program are taught by dedicated, full-time faculty members who hold degrees from nation's top public universities and who are actively engaged in scholarship activities, such as conducting qualitative field research in the field, writing book chapters and reviews, and giving scholarly presentations at national conferences (e.g., NASSM, NASSS, COSMA).
- The Sport Management Program offers accelerated degree programs, such as the Integrated 4+1-degree plans with the Departments of Broadcasting & Journalism and the Recreation, Park, and Tourism Administration at Western Illinois University, and soon to be with Augustana College.
- The Sport Management program is part of the dual degree with UANL (Mexico).
- The Sport Management program has been approved to offer the degree on the second campus.
- The Sport Management program has established a strong partnership with TBK Bank Sports Complex in the Quad Cities region to offer more external graduate assistantships to students. For Spring 2022, they hired three graduate assistants with a promise to expand the number in the near future.
- No other Scuba Program in the whole country takes the time in each course to ensure that every WIU scuba student is confident, competent, and safe to dive in the appropriate open water situation.
- No other Scuba Program has as many options offered for students to choose from when deciding what kind of scuba diver, they want to be.
- The Scuba Program has traditionally arranged travel to sites such as Nassau, Bahamas and other desirable locations.
- Nutrition and Dietetics boasts a high placement rate (above national average) for supervised internships.
- The Department of Kinesiology continues to be able to support 10 Teaching and Graduate assistants.
- Extremely high placement average for post-graduation internship programs, much higher than national average.
- Only Illinois University to offer dietetics internship course to help with internship placement.
- Only Nutrition and Foodservice Program in Illinois.
- Food Pantry that serves dozens of students and hundreds of pounds of food each week.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**6. Describe Department/School challenges:**

- Lack of capital equipment line item in the budget limits the ability to purchase replace old and broken items needed in Exercise Physiology and Biomechanics labs as well as for the Scuba Program.
- Brophy Hall infrastructure:
  - The gyms need resurfacing of the floors.
  - The faculty office area needs new carpet.
  - The faculty office area needs new furniture.
  - The faculty office area needs new window coverings.
  - Upgraded ethernet wiring.
  - The lab equipment in the William Lakie Human Performance Lab is outdated and in dire need of replacement.
- The Brophy Hall 135 Fitness Room needs updating with replacement equipment for devices that have broken down over the years (numerous recumbent bikes, treadmills, rowers, and strength equipment) are in need of replacement.
- The Brophy Hall Weight Room needs updating with replacement equipment for devices that have broken down over the years (numerous training bars, training plates, medicine balls, etc.) are in need of replacement.
- Some walls on the first floor of Brophy are showing worsening structural deficits.
- Department staff and faculty needs:
  - A second office staff individual.
  - Five new faculty members:
    - Nutrition
    - Physical Education Teacher Education
    - Sport Management
    - Exercise Physiology
    - Scuba
- Dealing with foreign students who are ill prepared for conventional educational expectations in the American educational system.
- Faculty numbers and expertise is limited in specific content areas and requires some faculty to go into overload year after year.
- Increasing competition from other similar graduate degree programs offered in the state of Illinois and nationwide.

**7. Identify opportunities for your Department/School in the short term:**

- The MOA with Universidad Autonoma Nuevo Leon (UANL) in Monterey Mexico is resulting in program student exchanges.
- Achieved first in the Nation accreditation with The International Universities Strength and Conditioning Association (IUSCA) for the Exercise and Kinesiology programs.
- Use the Sport Management Program's 50<sup>th</sup> anniversary celebration events to connect with alumni for recruitment and for potential professional development opportunities for students as well as GA positions.
- Finish development and implementation of the undergraduate Inclusive Sport Management degree to increase enrollment numbers and as a recruitment tool.
- Increase partnerships with the sporting community, regional sport organizations, and other educational institutions in the Quad Cities region for securing sufficient graduate assistantships to increase the recruitment of our first QC campus Sport Management cohort.
- Reach out to other institutions with undergraduate programs in Sport Management to launch accelerated degree plans, e.g., St. Ambrose, Black Hawk College.
- Seek out new Programming/Curricular Innovation – certification programs.
- Add 2+2 programs with Nutrition and Dietetics and the Exercise Science Programs.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Finalize the agreement with the Testing and Training International to increase recruitment for Dietetics students.
- Explore the Quad Cities for expansion for the Kinesiology Program.
- Increase Online course offering options.
- Increased international students in Nutrition and Dieteticw taking online courses.

**8. 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.**

- Build on the IUSCA accreditation to broaden the appeal of the program for prospective students.
- Increase social media engagements with a wide range of postings and information.
- Our curriculum for the IUSCA accreditation is a novel way to combine our Exercise Science curriculum with the Coaching Minor so that we can better prepare future strength coaches.
- Set off a marketing plan and recruitment efforts for the QC campus and Sport Management.
- Sport Management faculty will collaborate on providing high quality of education to students on both campuses as well as different options of learning modalities.
- Finalizing the development of a new undergraduate Inclusive Sport Management degree and taking through all levels of degree and curriculum approval processes.
- Initiating new diversity-oriented research projects and seeking both internal and external grants.
- Engaging in student-led research and collaborating for conference presentations and journal publications.
- The Sport Management faculty will realign in order to have a presence on both campuses.
- Evaluate the transition to all online for the last two years for the Nutrition and Dietetics program.
- Begin the recruitment of students from the Caribbean region.
- Pursue additional externally funded graduate assistantships for the Kinesiology Graduate Program.
- Bring HyVee Kids Fit back to campus and hosted by the Department of Kinesiology.
- Development of additional online dietetics courses.
- Return of Food and Culture events hosted by the Food and Culture Club.
- Additional Grant funding for the WIU Food Pantry.
- Ability of the Student Association for Nutrition Education to participate in nutrition programs such as health fairs, working with Big Brothers/Big Sisters, special needs cooking classes with the Macomb Park District.

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

- Monitor student retention and enrollment for all programs.
- Measured by how many community colleges establish articulation agreements with our programs.
- Determine if students from community colleges actually register for KIN 108 prior to transferring to WIU to continue with their scuba education.
- Monitor outreach efforts for the graduate KIN and Sport Management programs.
- Monitor and evaluate social media analytics.
- Monitor engagements with UANL exchange program.
- Monitor the number of external GA positions & number of new graduate students.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**10. List major faculty and staff achievements:**

Research: Articles:

- Piper, T., Radlo, S., Gerhardt, K., Brooks, D., & Schnaiter, J. (2023). The Effects of Deception on Maximal Strength, Goals, and Physical Self-Efficacy. *International Journal of Strength and Conditioning*, 3(1).
- Waller, M., Bonder, I., Tangeman, M., Shim, A., Piper, T. (2023). Integration of Clean Variations, Progressions, and Application in Strength and Conditioning Programs. *NSCA Coach*, 10(1): 6-13.
- Kovacs, Christopher R. Ph.D. and Dhom, Camille B.S. (2022) "Effects of a Demand-Valve SCUBA Regulator on Cardiorespiratory Response During Submaximal Exercise Under Normobaric Conditions: A Preliminary Investigation," *International Journal of Aquatic Research and Education*: Vol. 13: No. 4, Article 2. DOI: <https://doi.org/10.25035/ijare.13.04.02>
- Lee, J. Y., Gang, A. C., Kim, T. Y., Park, J., Cho, E. A., & **Park, J. Y.** (2022). Effective strategies for system improvement in K-League youth system. *International Journal of Human Movement Science*, 16(3), 31-44.
- **Maharjan, P.**, Hyllegard, R., Narvaez, M., & Radlo, S.J. (2022). Transfer of Motor Skills: A Comparative Study of College-Level Musicians and Athletes. *International Journal of Motor Learning and Control*, (4),3
- Piper, T., Moore, M., & Lukkarinen, M. (2022). Descriptive Investigation of Exercise-induced Nausea and Self-Treatment. *Journal of Australian Strength & Conditioning*, 30(02): 16-22.
- Piper, T., Furman, S., Smith, T., & Waller, M. (2022). Establishing Normative Data for 10RM Strength Scores in College-Aged Females. *International Journal of Strength and Conditioning*, 2(1):1-15.
- Bories, T. L., Hyllegard, R., **Maharjan, P. & Brown, J.** (2021). The effect of self-awareness on the ability to recognize personal motion. *Journal of Human Sport and Exercise*, 17(4), DOI: 10.14198/jhse.2022.174.15.
- Waller, M., Dunnick, D., Shim, A., Piper, T., & Townsend, R. (2021). Post-injury Training to Essential Job Demands for Firefighters. *NSCA TSAC Report*, 63: 30-35.
- Piper, T., Furman, S., Smith, T., & Waller, M. (2021). Establishing Normative Data for 10RM Strength Scores in College-Aged Males. *International Journal of Strength and Conditioning*, 1(1): 1-13.

Conference Presentations:

- Wang, B., Chen, S. (2023). Middle School Students' Team Cohesion Development within a Sport Education Season: A Mixed Methods Investigation. Abstract to be presented (poster) to SHAPE America National Convention at Seattle, WA.
- Park, J., **Park, J. Y.**, Phinata, A., Gang, A. C., & Lee, J. (November 2022). Gendered online media: A discourse analysis of online news articles on male and female sportscasters. Oral Presentation: The North American Society for the Sociology of Sport, Las Vegas, NV.
- Gang, A. C., Park, J., Lee, J., Jo, E., & **Park, J. Y.** (November 2022). Social class and Korean women's soccer. Oral Presentation: The North American Society for the Sociology of Sport, Las Vegas, NV.
- Narvaez, M. (2023). Riesgo de lesiones en la práctica juvenil de las artes marciales" (Risk of injuries in youth practice in martial arts). 30th Congreso Internacional FOD 2022. 30th International Conference of the School of Sport Organization, Autonomous University of Nuevo Leon.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Narvaez, M., Rotich, W. (2022). "Uso de Kinovea para análisis de movimiento" (Use of Kinovea for movement analysis). North American Society for the Sociology of Sport Convention, Las Vegas, NV.
- Narvaez, M., Rotich, W. (2022). From Colin Kaepernick to George Floyd: The ambivalence of America's Sports Organizations in the broader conversation on Diversity, Equity and Inclusion. North American Society for the Sociology of Sport, Las Vegas, NV.

**Other Activities:**

Dr. Hyllegard, Dr. Narvaez and Miss Kisi have been working on revising the Kinesiology Department web site to meet current University design standards.

Dr. Radlo has been working closely with a number of the athletic teams as a sport psychologist.

Narvaez, Miguel. (2023). Attended 7th International and National Advisory Board Meeting at School of Sports Organization (FOD), Autonomous University of Nuevo Leon (UANL), Mexico, Served as President of the Board. March 3-4, 2023.

Narvaez, Miguel. (2023). Invited to be Academic Director of the International Human Motricity Network for the period 2023-2025, a group of researchers from various universities around the world.

Dr. Gabbei and Dr. Wang hosted a professional development conference for regional physical education teachers during October, 2022.

- Piper, T. Meet Director, coach, competitor, and judge, of the American Drug Free Powerlifting Federation Single Event Nationals 2023. Macomb, Illinois.
- Jennifer Plos (Kinesiology) and Cara Cerullo (University Counseling Center) are invited 2023 National Athletic Trainers' Association (NATA) Clinical Symposia & AT Expo Speakers and their session on "Development and Implementation of a Suicide Prevention Program: An Overview for the Clinical AT" has been selected as a NATA On-Demand Program session. Plos and Cerullo will present on June 22, 2023 in Indianapolis, IN.
- The project team of Jennifer Plos, Cara Cerullo, Chad Cerullo, Beth Wilson, Hannah Hendrickson (WIU) and Matt Mischkind (University of Colorado Anschutz Medical Campus) were selected as 1 of 15 finalists from 80 applications to submit a full proposal for the NCAA Innovations Grant. If awarded the grant (announcement will be April 19, 2023), the grant will fund a comprehensive Suicide Prevention Navigator Program for Student-Athletes.
- The project team of Jennifer Plos and Miguel Narvaez will be completing their International "Athletic Trainers are Health Care" Initiative grant that was previously awarded but put on hold due to COVID restrictions for the past two years. The grant funded the development and implementation of promotional materials and presentations in Spanish that will be used to promote Athletic Training as a health care profession internationally, increase awareness of athletic training as a health care profession in high school and college students in Mexico, advocate for the need of Athletic Trainers in sports and as health care professionals in Mexico, and offer higher education administrators and educators in Mexico information about developing an athletic training education curriculum. This project was supported through grant funding from the NATA Ethnic Diversity Advisory Committee and the outcomes will be presented at the 2023 NATA Clinical Symposia & AT Expo in Indianapolis in June.
- Three new faculty members:
  - Dr. Jiyoung Park in Sport Management
  - Dr. Jim Sarra in Sport Management
  - C.T. Vivian Scholar Dr. Baofu Wang in Physical Education Teacher Education
- SP23 Dr. Narvaez became the Kinesiology graduate student coordinator.
- Parampal Singh represented the United States playing on the USA team at the 2022 World Masters Hockey World Cup in South Africa.
- NUTR 87% certification pass rate based on latest data.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- NUTR submitting an application to be listed as a STEM program.
- Collaborating on a 100k Strong Grant (Miguel Narvaez).
- Dr. Bories and Dr. Narvaez are working on two modules for the Team-Based Learning Collaborative (Linear Kinematics and Forces and Linear Kinetics).
- 5 Courses (NUTR 401, 483, HS 410, KIN 496) approved for online offering.

### **11. List major student achievements and recognitions:**

- Exercise Science student Whitney Piper was named College Scholar.
- Exercise Science student Whitney Piper was awarded 1st place in the Phi Kappa Phi Senior Research Competition Lowell Grail Undergraduate Research Award. 'Bar Balance Perception as a Percentage of One Repetition Maximum for Bench Press.' Dr Radlo, Faculty Advisor.
- Fall 22 Department Scholars: Caden Kratz and Cole Thompson.
- Spring 23 Department Scholars: Sammi Eonic, Whitney Piper, Lilly Draper and Erica Clark.
- Travis Swipe, Ryan Albright & Josh Turkson (2022). Submaximal Strength Performance with Preferred or Non-preferred Music in College-aged Males. IAHPERD Convention, Chicago, IL.
- Antonio Burgess, Shaniya Johnson & Senniasia Jackson (2022). Music's Effect on Motivation, Perceived Exertion and Cycling Performance. IAHPERD Convention, Chicago, IL.
- About 15 PETE students attended the Fall 2022 IAHPERD Convention, Chicago, IL.
- M.S. Thesis : Komal Mangle “Effectiveness of Yoga Training on Hamstring Flexibility and Mindfulness in Soccer Players.”
- Komal Mangle hired by Northwestern Hospital as fitness specialist.
- Komal Mangle accepted for a Ph.D. program at the University of North Dakota.
- Dylan Temple hired as Assistant Director of Athletic Communications, Augusta College.
- Javon Drake hired by the Indianapolis City School District.
- Dylan Bank hired by the Lincoln - Douglas Elementary School.
- Cole Thompson hired by the Bushnell - Prairie City Junior High.
- McKenize Perry hired by the Bushnell - Prairie City Elementary School.
- Azalea Phinate hired by WIU Broadcasting and Journalism.
- Savannah Johns Yurkovich hired by the Bushnell - Prairie City Elementary School.
- Zoe Clark hired by the Blakesley Hall Primary School, England, UK.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**Student Publications:**

- **Maharjan, P.**, Hyllegard, R., Narvaez, M., & Radlo, S.J. (2022). Transfer of Motor Skills: A Comparative Study of College-Level Musicians and Athletes. *International Journal of Motor Learning and Control*, (4),3
- Bories, T. L., Hyllegard, R., **Maharjan, P. & Brown, J.** (2021). The effect of self-awareness on the ability to recognize personal motion. *Journal of Human Sport and Exercise*, 17(4), DOI: 10.14198/jhse.2022.174.15.

**12. List alumni activities:**

Click or tap here to enter text.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **School of LEJA by Director Jill Joline Myers**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean’s Office: April 14, 2023**

**1. Department/School mission statement:**

**Mission — School of LEJA**

The mission of the School of Law Enforcement and Justice Administration Program and the Emergency Management Program is to provide quality, broad-based, interdisciplinary courses which provide students with the educational tools necessary to meet the challenges of the criminal justice/public safety systems. The WIU Fire Protection Services Program is dedicated to preparing its students to meet the difficult challenges facing firefighters and fire service administrators in the delivery of public safety services. In support of this mission, the Fire Protection Services Program is founded on three strategic objectives:

- The delivery of an academically rigorous and relevant curriculum.
- Prepare future firefighters for successful careers in the fire service.
- Prepare current firefighters for senior leadership positions.

**Vision — School of LEJA**

The School of Law Enforcement and Justice Administration strives to educate and inspire future public and private servants who will contribute to the public good, provide for the safety and welfare of the civil body politic, shine as an exemplary reflection of the values and work ethic of Western Illinois University, as they engage in the most noble careers, "To Protect, To Serve," To Save Lives, and To Protect the Property of the people (Peel, 1829).

**2. Degrees offered in Department/School:**

- B.S in Law Enforcement and Justice Administration
- B.S. in Emergency Management
- B.S. in Fire Protection Services
- Master of Arts in Public Safety Administration
- PBC in Police Executive Management
- PBC in Emergency Management
- PBC in Community Engagement and Public Safety Leadership
- PhD in Public Safety Administration (under construction)

**3. List specific recruitment and retention activities:**

Major Recruitment efforts include: hosting 2 School of LEJA Open Houses, one in October that had approximately 440 admitted and interested students attending and one scheduled for March 21, 2023 which currently has approximately 250 admitted and interested students registered as of March 13, 2023.

|                      |                                                                                                                                                                                                                                                                                                                                                   |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expert Presentations | <p>Guest experts presented on counter-terrorism, homeland security, and private security from governmental and private sectors.</p> <p>Fall 2022 Zoom guest speakers included:</p> <p>September 15 – Quin Lucie, Senior Policy Analyst, DHS Office of Strategy, Policy and Plans – Division of Infrastructure, Risk and Resilience Chicago IL</p> |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <p>Oct. 13 – Aaron Kustermann, Chief Intelligence Officer, Illinois State Police</p> <p>Oct. 27 – Michael Breslin, Director, Strategic Client Relations, Federal Law Enforcement, LexisNexis Special Services, Inc.</p> <p>Nov. 1 – Nick Steegmans, Lead Cryptocurrency Analyst, CipherTrace</p> <p>Nov. 10 – Marcus Dabney, Revenue Senior Special Agent, Criminal Investigations Division, Illinois Revenue Service</p>                                                                                                             |
| Career and Internship Opportunities                 | Using our active current student list-serve we provide immediate notice of all open employment positions sent to the School of LEJA from agencies throughout the world. We average about 5- 50 weekly notifications of job opportunities. These are also posted on the LEJA Facebook page.                                                                                                                                                                                                                                            |
| Student Publishing                                  | Professors work individually with students to help them research, edit and publish scholarly articles. During this academic year 2 students published in peer-reviewed journals.                                                                                                                                                                                                                                                                                                                                                      |
| Mock Interviews                                     | Sets of three faculty experts in student's respective areas meet to prepare students for oral interview assessments. The School has assisted approximately 35 students this academic year.                                                                                                                                                                                                                                                                                                                                            |
| Tutoring and class services<br>Real Time Statistics | Tutoring services are now available to students in each of the LEJA 303 Quantitative Techniques classes. One instructor has established additional lab hours to offer individual tutoring and the other professor uses a writing tablet connected to a laptop so students can see the professor calculate problems right on the paper. Students are able to see data as it is being analyzed in real time. Also, they see how curves, standard deviations, etc. change with changes in data or wrong choices of testing applications. |
| Lambda Alpha Epsilon Fraternity                     | This fraternity, the largest of the LEJA fraternities, focuses its activities on using teamwork, skillsets, and leadership events.                                                                                                                                                                                                                                                                                                                                                                                                    |
| Emergency Management Club (IESDA)                   | This fraternity focuses on engaging partners, (ambulance companies, hospitals, clinics, agencies) in hands on experiences and networking opportunities, mentoring, and socializing.                                                                                                                                                                                                                                                                                                                                                   |
| One on One Mentoring                                | Most faculty provide one on one mentoring to students to assist with academic, physical, and mental requirements for specific careers within all LEJA programs.                                                                                                                                                                                                                                                                                                                                                                       |
| Offense Writing Guide                               | This guide was created to assist students in professional report writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Real Life Disaster Reporting Assignments            | Conduct one on one meetings allowing students to rewrite and review papers to meet Law Enforcement standards Also presented at LAE and Investigator fraternity group meetings.                                                                                                                                                                                                                                                                                                                                                        |
| Honors Projects/ Extra Research                     | Participating students develop a sense of belonging and connection with the profession at a meaningful level.<br>The School encourages students to participate in the Honor's College. The School of Law Enforcement and Justice                                                                                                                                                                                                                                                                                                      |



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

|                                                                           | <p>Administration makes up approximately 24 to 14 percent (depending on the academic year) of the total honors students on campus. (Honors College,). The school has traditionally offered Honor's courses annually. However, due to budgetary constraints and lack of faculty resources, the School of LEJA had to suspend offering honors courses this past year and a half. Annually the School hosts its own Honors Reception for LEJA students. Students with a GPA of 3.2 or higher are recognized. Further, the School supports numerous in course honors projects every semester.</p> <table border="1" data-bbox="610 634 1399 787"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>In cours</td> <td>69</td> <td>88</td> <td>92</td> <td>77</td> <td>40</td> <td>44</td> <td>52</td> </tr> <tr> <td>Honor s</td> <td>No da</td> <td>No da</td> <td>42</td> <td>157</td> <td>122</td> <td>107</td> <td>86</td> </tr> <tr> <td>LEJA %</td> <td></td> <td></td> <td>16.9%</td> <td>24.8%</td> <td>14.6%</td> <td>14.2%</td> <td>14.^%</td> </tr> </tbody> </table> |       | 2015  | 2016  | 2017  | 2018  | 2019  | 2020 | 2021 | In cours | 69 | 88 | 92 | 77 | 40 | 44 | 52 | Honor s | No da | No da | 42 | 157 | 122 | 107 | 86 | LEJA % |  |  | 16.9% | 24.8% | 14.6% | 14.2% | 14.^% |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|-------|------|------|----------|----|----|----|----|----|----|----|---------|-------|-------|----|-----|-----|-----|----|--------|--|--|-------|-------|-------|-------|-------|
|                                                                           | 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2016  | 2017  | 2018  | 2019  | 2020  | 2021  |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| In cours                                                                  | 69                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 88    | 92    | 77    | 40    | 44    | 52    |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| Honor s                                                                   | No da                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | No da | 42    | 157   | 122   | 107   | 86    |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| LEJA %                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       | 16.9% | 24.8% | 14.6% | 14.2% | 14.^% |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| Professional Liaisons                                                     | Professors participate in professional associations to keep current on skills and academic requirements to meet hiring standards and needs and to increase financial and equipment support.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |       |       |       |       |       |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| Professional Development                                                  | The School offers an apprenticeship program to train emergency management students on how to utilize the Emergency Operational Center and how to use certain career specific software along with required social skills that go along with that field; Breakfast and lunch was provided.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |       |       |       |       |       |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| Building Relationships                                                    | Partnered with IEMA, FEMA, IDOT, DHS, DOD, DIA, CDC, City Bank, Bank of America Threat Assessment, Illinois State Police, United Nations, Google, Legislative (State and Federal) and Private Security Partners. Etc. for internship, career, grant, and equipment partnerships.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |       |       |       |       |       |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| Fire Department Instruction Conference, Indianapolis                      | Students participated in instruction events during the three day professional conference and recruited future students at the UG and G level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |       |       |       |       |       |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| IESMA, Alpha Phi Sigma, Minorities in Blue, and Investigator's Club, WEMS | Fraternities led by faculty and professionals afford students real life opportunities to network, experience, and engage in aspects of their future careers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |       |       |       |       |       |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| Mental Health Outreach                                                    | Mental health presentations were conducted each semester to identify signs and action plans for assistance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |       |       |       |       |       |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| Get a Taste of Fire Practicum                                             | Registrants participated in two full day interactive burn-based scenarios at the Quincy Training Center- one each semester.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |       |       |       |       |       |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| Installing of Smoke Detectors                                             | Omega Gamma Phi (Fire Fraternity) installed 57 free smoke detectors as a public safety initiative to build teamwork and accomplish goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |       |       |       |       |       |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |
| Presentations to Alumni and Professionals                                 | <ul style="list-style-type: none"> <li>☒ Presentations to the Illinois Association of School Boards (social emotional panel on cyber victimization and aggression),</li> <li>☒ a presentation on situational awareness and active shooter preparedness at IPWMAN conference,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |       |       |       |       |       |      |      |          |    |    |    |    |    |    |    |         |       |       |    |     |     |     |    |        |  |  |       |       |       |       |       |

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"> <li>☐ a presentation on the evolution of modern police management for ILETSBEI, and</li> <li>☐ a presentation at the Illinois Community Risk Reduction Conference on the topic of Engaging At Risk Populations to Include the Hearing Impaired.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Medivac Demonstrations              | Medivac unit landed and a table-top disaster situation was presented to educate students on the reality of disaster management in the field.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| LEJA Career Fairs                   | Public Safety Agencies throughout the country advertised internships and employment opportunities for students One each semester with over 400 students attending the fall event. The spring event is set for April 25, 2023.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| LEJA Welcome to Campus Event        | Gave new students and transfer students the opportunity to meet and interact with colleagues and professors in an informal setting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Emergency Management Apprenticeship | The School of LEJA began conducting Emergency Management Apprentice Training opportunities for any Major, Minor, or anyone interested in the field of Emergency Management in the fall 2022. These in-person meetings offer training on numerous skill sets needed in the field. Some example topics are human tracking methods, threat assessment platforms, WebEOC 9, advanced situational awareness (ASA), field survival, thermal camera and night vision usage, etc. Having firsthand knowledge of these platforms, tools, and skill sets strengthens the students' professional portfolio and skill set capability. <u>During these sessions</u> students interface with professionals and utilize professional specific software. |
| Oral Interviewers for OPS           | LEJA Professors serve on the oral board assessments for OPS to evaluate the education, ethics, and preparedness of future public safety personal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Sounding Board for Student Issues   | Professors frequently act as a sounding board and resource for referral for student issues on an assortment of problems and concerns dealing with the professional or personal life of students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Pre-law advising for students       | Professors individually meet with students interested in attending law school, review LSAC requirements, personal statements, and financial obligations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Power Test training                 | Professors provided guidance and instruction on the power tests used in the field to current students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Fire Truck Driving Simulator        | Students were given the opportunity to drive a fire truck using a simulator.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

- Developed and provided Online Training Modules for Careers in Criminal Justice System for High school students interested in WIU, LEJA
- August 30, 2022 Participated in Police Oral Boards for MPD
- September 2022 Trained Future EM Professionals IEMA Springfield II
- October 2022 Offered Situational Awareness and Active Shooter Preparation on the Workforce, for IPWMAN, Bloomington IL
- September 7, 2022 Participated in the Honors Ice Cream Social to welcome students
- September 14 Participated in the Majors and Minors fair to assist students in deciding career options

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- September 16, Participated in CASA partnership meeting
- September 29 Conducted a Quad Cities Recruitment Event with Public Safety Leadership
- October 27 Presented Cyber Aggression and Student Health Training for the Western Division of Illinois BOEs
- November 1, 2022 ILETSBEI - Taught in O'Fallon, IL Leadership
- November 2 Attended Carl Sandburg partnership and recruitment meetings
- November 7 Presented on law enforcement and traumatic stress to social work students and classes.
- November 10 Attended Spoon River Community College Career Expo
- November 14th – Participated in a full day recruitment event on the WIU Quad City Campus for Area Fire Science Students
- November 14 Attended a Virtual Open House with prospective undergraduate students
- November 15 Recruited at United Township Career Center - 5 classes related to Public Safety
- November 15 Participated in a Virtual Graduate Open House
- November 19th – Attended a Technology Center of DuPage Career Fair
- November 30 Conducted Mock Trial team judging in preparation of Regional Competition
- December 1 Conducted local Sheriff training on Bail Reform
- January 19th – Attended the Technology Center of DuPage Open House
- January 23rd – Attended the Bloomington Area Career Center Event
- February 2023 Trained Future EM Professionals: WIU's Approach to Preparation IEMA Region 6 Macomb, IL
- February 13, 2023 Conducted a Spoon River College Recruitment
- February 17, 2023 Presented 3 sessions to Macomb High School students concerning Cyber Safety and Unintended Consequences to your Health (recruitment event)
- February 24th – Presented full day sessions at LaSalle-Peru Technical Center for Recruitment-Forensic Investigations and Careers in Criminal Justice
- February 25, 2023 Presented Basic Police Academy Legal Training (8 hours) Springfield IL (Graduate Level Recruitment)
- February 10th – Met with Cary Grove High School to discuss course credit options for ISP cadets
- March 4 Competed with LAE Fraternity members at the Polar Plunge for Special Olympics fundraiser
- March 6, 2023 Discussed Civil Liability research project with Insurance Program Manager Group (IPMG) (ongoing major research project of national concern)
- March 6, 2023 Discussed potential partnership with Illinois State Police cadets
- March 7, 2023 Attended Putt Putt Golf Oakbrook recruitment event
- March 8, Attended Putt Putt Golf Oakbrook recruitment event with Chicago Police Explorers
- March 10. Conducted Public Safety Oral Board Review
- March 11 Attended Big Brothers/Big Sisters fundraising event
- March 21 LEJA Opne House 300 + prospective studet attendees
- March 22 Paramedic Advisory Board meeting scheduled
- March 28 School of LEJA Advisory Board meeting scheduled
- April 5, Women in Law Enforcement Conferences in Normal IL (3 presentations plus recruitment)
  - Surviving National Disasters in Law Enforcement
  - Women and Professionalism in Criminal Justice
  - Legal Update regarding the Safety, Accountability, Fairness and Equity-Today Act of 2021 and the revisions enacted for 2023. This presentation will discuss how this legislation effects law enforcement, corrections and the courts.
- April 6. Presentation of Sex Signals (Title IX) with Military Science

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- April 10- Site visitation for Paramedic Accreditation
- April 10 - Get a Taste - Fire Practicum Recruitment event for High School Seniors - Quincy Regional Training Facility
- April 23- 29 Fire Department Instructors Conference, WIU students will provide support functions for the conference for networking and skills building
- Retention- All LEJA Honors students received a certificate to celebrate their academic accomplishments
- April 29 Blue Line Ball- recruitment
- April 26 IVVC, Sandwich II Technical School full day recruitment sessions
- Additional in-person recruitment activities at the following institutions/places in 2022 included: Dunlap High School, Dunlap Fire Department, Morton Police Department, Islamic Community of Peoria
- Recruited two students from Kazakhstan.
- Initiated and monitored MOU with Al-Faraby University from Kazakhstan.
- Initiated and monitored MOU with San Francisco University from Ecuador.
- June 6, 2023 IDOT recruitment and job fair
- Also visited area schools to include, Moline, West Prairie, Illini West, Rushville/Industry, Pekin High School, Lake County Tech Center, SRC, Highland CC, and ICC, etc. to meet in person with the advisers and school counselors
- Participated in the Educational Summit and Regional Board of Education School Board Meetings for the Western Division of Illinois Schools
- Attended the Illinois Valley Central District (IVC) College and Career Fairs to promote all of the School's programs

For the FPS Program alone the School has:

Conducted Zoom Presentations - The Scholarship Scene  
Manned a Recruitment Table - Illinois Fire Chiefs Conference  
Hands-on activities - Emergency Management Recruiting Event  
Hands-on activities - Experience QRTF Event  
Hands-on Activities - Career Fair Rushville  
Face-to-Face Presentations –All Discover Western Events  
Zoom Presentations - Lake County Technical School x 3  
Hands-on Activities - Student Activity Fair

Additionally, the School sends out regular correspondence to all interested potential students concerning the latest news from our programs and courses.

Furthermore, the School posts all employment opportunities on our Facebook page for current and recent graduates to review. We average between 3 – 10 posts per week.

Director/Faculty meet with 5 – 10 students and their families per week on campus to discuss our programs and degree options.

Faculty facilitates the mock trial competition at ISU and at Mississippi College

Director/Faculty presents to MYLO student groups.

Director /Faculty presents to Boy Scout groups.

Director /Faculty presents tours of crime lab and EOC to visiting dignitaries.

Director /Faculty presents interactive demonstrations to Police and Fire Explorer groups.

The School is also working toward a partnership with the Macon County Law Enforcement

Training Center to offer internship assistance in attending the police academy to enable the students to be marketable for immediate hire by small law enforcement agencies unable to find academy slots.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**Retention specific efforts** included:

- engaging fraternity members in professional association conferences and events like IESMA and the State Emergency Operations Center in Springfield and the IESMA Training Summit
- involving LEJA/ EM students in the Camera Essentials Course out of Peoria for criminalist minors
- Additionally, we have put on several UAS Part 107 and drone usage courses for students and professionals involved in EM, LEJA, Homeland Security, and FPS fields.
- The LAE Fraternity visited the Peoria Coroner's Office.
- The Investigator Fraternity has toured the Illinois State Police Academy and has visited the McDonough County Sheriff's Office and County Jail. Further, the Fraternity has hosted an FBI Cybercrimes expert, a Western Illinois Regional Counsel Victim Services expert, an Illinois Department of Natural Resources Conservation Officer and a female Pennsylvania State Patrol Trooper who discussed her role working undercover as a vice and narcotics investigator for over a decade.
- The School participates in numerous Veteran related events and activities.
- The School also works with legislative personnel and the Black Caucus on social justice reform and public safety concerns.
- The Director Advises Pre-Law school students on LSAT exams and preparations.
- The Director and faculty review and assist with resumes and interviews for career placement and planning.
- Throughout the year faculty have conducted numerous TV and radio interviews, produced publications, accepted invitations for community presentations and class lectures from various institutions/universities, and provided a very visible social media presence through Linked In and the School's Facebook page where we advertise job openings for current and prior students.
- Finally, the School has certified an instructor in the Quality Matters online teaching methodology (participated in 200+ hours of training and testing) and for the Juvare 9 software program ( 650 hours of training, tutorials and testing).

#### **4. List student learning outcomes for majors:**

##### **LEJA Outcomes:**

The program is designed to provide professional knowledge, understanding, and skills for criminal justice, public safety, and loss prevention personnel and, at the same time, develop an educational base for further development into staff and administrative positions in criminal justice and private security agencies. The program offers flexibility for a Constitutional, liberal and professional education to meet the anticipated needs of the criminal justice network in the 21<sup>st</sup> Century. The student learning outcome is to develop the skills and to find employment in city, county, state, and federal agencies, in private security, corrections, courts, and in adult and juvenile court services.

##### **EM Outcomes:**

As recent incidents of floods, fires, hurricanes, tsunamis, the current pandemic, and humanmade disasters have occurred and as technological improvements in GIS and virtual accessibility have radically changed the methodology and response to situations, there was a significant need to expand our Program and enhance the educational requirements needed in this field. Thus, WIU's EM curricula was entirely redesigned so students would receive up-to-date materials and instruction. This new instruction includes:

- **A strategic/operational track** for those seeking employment in disaster management.
- **A tactical track** for those seeking employment in first response agencies.
- **FEMA-endorsed** accreditation requirements.
- **Army 525 and Air Force 10-2051 training expectations** required for civilian contractors.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- **FBI, CIA and DEA competencies.**
- Knowledge related to **National Incident Management System**. Modern technology including **GIS, drones, next generation 911** technology, digital transformation and comprehensive data systems.
- Scientific understanding of natural disasters, earth systems, climate and weather.
- Process formative impact summative evaluations and assessments on curriculum.
- Develop algorithms tracking the profession for government, corporate, state and individual employment.

**FPS Outcomes:**

The objective of the FPS Program is to prepare students to meet the difficult challenges facing firefighters and fire service administrators in the delivery of public safety services. In support of this mission the Fire Protection Services Program is founded on three strategic objectives:

- The delivery of an academically rigorous and relevant curriculum.
- Prepare future firefighters for successful careers in the fire service.
- Prepare current firefighters for senior leadership positions.

**5. Describe Department/School strengths:**

- We provide a combined academic theoretical and practical approach to classroom instruction. Every professor has both the academic background and years of hands-on experience to present practical, best practices solutions and suggestions to future public safety practitioners and leaders.
- Faculty professional backgrounds are extremely diverse and come from various disciplines: law enforcement, fire, emergency services, legal practices, probation, corrections, statistical analysis, cyber-crime, forensics, leadership, and much more. Because of this professional experience, our faculty maintain positive working relationships across all governmental and corporate levels.
- The curriculum is specifically designed to prepare students, to step into careers with the tools, technological skills, certifications, theories, legal framework, real-world experience, achievements, and preparation immediately upon graduation and placement in the field. Students graduate with:
  - National Incident Management Systems certifications
  - Search and Rescue certifications.
  - Homeland security certifications
  - UAS Part 107 drone licenses
  - EMT national registry certification
  - National Response Framework certifications
  - Basic Emergency Operations Center Functions certifications
  - And a host of numerous other FEMA/DHS /govt. certifications
  - Fire ProBoard licenses
  - Paramedic National Certifications
  - Training using Juvare 9 software
  - Training using DisasterAware Pro software
  - Cyber investigation training



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- Restorative Justice Practices
- Community Policing Practices
- An understanding of Constitutional policing, criminal law, and civil liability
- Teach Mosaic1 Threat Assessment Platform
- Advanced Situational Awareness (ASA) trainings used by Red Teams in FEMA, CIA, DIA and DOD (Red Teams practice testing the security of an organization's systems by emulating a malicious actor and hacking into secure systems or data to prepare for a wide variety of corporate and private invasions and cyberattacks and breach scenarios before they occur.)
- Teach Blue Team Operations used by the FBI for defense countermeasures and vulnerability assessment.
- Many of the faculty are well-versed in the latest online instructional design theories (Universal Design and Quality Matters) and frequently engage online students through Zoom, provide generous feedback on graded activities, and supplement the online lessons with audio and video examples and presentations.
- Our ranking as a top program (#2 in the nation face- to -face and #1 in the nation online) provides students with established networking and internship and employment placement possibilities that do not exist at other institutions. We have 15,200 alumni and have placed interns at over 1500 agencies world-wide.
- The internship program itself provides students with first-hand engagement in all aspects of public safety. These placements typically lead to a job offer from that agency.
- The internship director and faculty provide career service one-on-one sessions with students to review resumes, practice for oral interviews, and to prepare for entry level POWER and academic exams.
- Faculty are clearly student-centered and advise 11 professional fraternities. Additionally, in the fall of 2023 the School of LEJA will begin supervising and training the Western Emergency Management Systems (WEMS) organization on campus and respond to student and community medical and other emergencies. The interaction between faculty and students in these organizations contribute to retention and provide a wealth of individualized discussions between faculty and students.
- The School of LEJA will open its first Living and Learning Communities in the dorms for incoming 2023 students.
- LEJA leadership is focused on improving all programs and has recently added the emergency management program and the fire medic program into its domain. In 2020 when the emergency management program was acquired, it had no new majors forthcoming for 3 years. Now, the EM program has 39 majors and 49 minors and is growing. With these additions, the School is able to follow the Department of Defense approach of having all public safety entities work with, understand, and support each other.
- Additionally, all of the EM curriculum, the Fire curriculum and much of the LEJA curriculum has been reviewed and updated within the last two years. In particular,



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean’s Office: April 14, 2023**

the EM curricula was entirely redesigned in 2020-2021 so students would receive up-to date materials and instruction. This new instruction includes:

- A strategic/operational track for those seeking employment in disaster management
- FEMA-endorsed accreditation requirements.
- Army 525 and Air Force 10-2051 training expectations required for civilian contractors.
- Knowledge related to National Incident Management System and modern technology including GIS, drones, next generation 911 technology, digital transformation and comprehensive data systems.
- Scientific understanding of natural disasters, earth systems, climate and weather.
- Centers for Disease Control and Prevention Emergency Preparedness and Response Competencies.
- State-of- the- art Emergency Operational Center.
- Competency on WEB EOC 9.
- Search and Rescue Tactics (SAR).
- Apprenticeship program so each graduate leaves WIU with all the necessary skills for immediate employment.
- All EM faculty have experience working in the field.
- WIU’s program is the only one in the nation to meet all of these standards and to support internships and apprenticeship field opportunities.
- Fire Medic Comprehensive Major is also unique as the only 4-year FESHE Paramedic Program in the nation. FESHE approved curricula is recognized as being taught in 11 schools nationwide. In addition, our program uses an analytical approach to Public Fire Protection, covers Community Risk Reduction for the Fire and Emergency Services, Fire and Emergency Services Administration, Fire Prevention Organization and Management, Personnel Management for the Fire and Emergency Services, and a 6-week residential, Pro-Board certified, firefighting practicum conducted through a partnership with the Quincy Regional Training Facility
- The retention rate of the School’s students at 79% and the time for matriculating to graduation of 4.1 years is impressive

| ● | Black | Asian | Hispan. | Internat. | White | 2 or more | Unknow n and other | male | female |
|---|-------|-------|---------|-----------|-------|-----------|--------------------|------|--------|
|   | 121   | 11    | 160     | 6         | 418   | 18        | 17                 | 387  | 364    |

School of LEJA 2022 majors are comprised of approximately 51.53 % males and 48.46 % females. That is a direct result of the LEJA administration’s recruitment strategy to demonstrate diversity in action and fact. The Director of LEJA is a female and actively participates in the majority of all recruitment events and strongly encourages females to seek careers in all areas of public safety. This number of 48% females is impressive and is significantly higher than the 18- 20 % national average for females in the profession. The racial make-up of LEJA is 16.11 % black, 21.30 % Hispanic, 1.46 % Asian, and 55.65 % white. Thus, the minority of non-white students is currently over 44 percent. Again, this figure is

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- much above the national average.
- Recruitment activities are extremely well attended, Open houses (over 450 students) career fairs over 100 agencies and more than 500 attendees, summer camps- 140 online from 14 states and about 30 in person each year. Requests for school visits and demonstrations occur weekly.
  - Partnerships with agencies, and businesses is significantly expanding under LEJA leadership. We now have partnerships with ITTF, ambulance associations, hospitals, fire departments, ILETSBEI, IEMA, Amtrak, Juvare, and many others. These partnerships include financial donations, donations of supplies, and manpower. To date we have received monies to build the crime lab and support it annually, and approximately \$600,000 worth of equipment and supplies and about another \$800,000 worth of technology and technology training.
  - The School is also known as extremely military and athlete friendly in terms of working with them to meet their travel and scheduling challenges.
  - The School is also successful in locating and securing a \$2 million grant to begin the renovations of the EOC. The School convinced Senator Durbin and his staff to fully support a fully hardened EOC at WIU that will serve as an alternative to the State's other facility and act as an apprenticeship placement and research center for the region and beyond. We are currently awaiting a decision about future grants from both Senator Durbin and Senator Duckworth.
  - The faculty excel in providing professional trainings and development to agencies, and institutions across the region; to include, ILETSBEI, state and federal law enforcement, HIDTA, DOD, IEMA, CDC, paramedic and FESHE personnel, judges and legal experts, and correctional employees.

**What advantages do we have?**

- We have a state- of -the- art crime lab that provides our students with hands on experience in the collection, preservation, and analysis of evidence.
- We have a fully functioning EOC that acts also as an apprenticeship placement for our students and as the backup Center for the State of Illinois.
- We have a mock court room setting to provide students with mock trial experience.
- We provide our students with experience in interviewing for internships and career applications.
- The Paramedic program has received its initial letter of review toward accreditation status.
- We work with past students and network with criminal justice agencies to keep current on the needs of field practitioners and departments.
- Our internship coordinator brings a wealth of experience and knowledge to our school with his contacts throughout the world.
- With regard to our reputation, we are always listed as top tier in LEJA and Fire fields in the nation and in Illinois. We are referred to as the “Gold Standard” in public safety education throughout the country.
- We are never satisfied with the status quo. We continuously seek to be number one in all aspects of public safety including curriculum, best practices, and technological usage.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- The leadership of the School of LEJA are strategically focused on improving all levels of the programs.
- Faculty expertise continues to expand with each new hire and adjunct.
- Interagency agreements created by our LEJA leadership strengthen our program ties at the state and federal levels.
- Partnerships with DisasterAwarePro threat assessment platforms further educate our students.
- Partnerships with Juvare 9 threat and disaster assessment and management platforms further educate our students and connect us with IEMA and FEMA teams.
- Partnerships with ITTF led to the funding and acquiring equipment and the visual wall in the EOC.
- Our programs are offered in multiple formats including online with the exception of the Fire Medic program.
- Use of FESHE curriculum and the Fire Academy partnership with Quincy FD enhances the interest and experience of our students.
- WIU instructors and professors are unique as a result of being practitioner's along with being academicians.
- The extensiveness of our internship program.
- A fully online Master of Public Safety Program with relevant and timely PBCs.
- The diversity of the faculty in terms of race, gender, experience, nationality, beliefs, and passions. provides for a uniquely global perspective and approach.
  
- **What do we do better than anyone else?**
  - The Fire Medic Program is the only BS fire/paramedic degree program in the nation.
  - Our EOC, programs, curriculum are all practitioner- based and offer best practice approaches for leaders in public safety education.
  - Prepare young people to work as first responders.
  - Offer Certifications in the Field of Study (EMT, Homeland Security, & Fire)
  - Faculty are nationally recognized experts in their respective fields -cyber security, statistics, policing, leadership, legal, and forensics..
  - The Director is able to network and partner with agencies and entities throughout the country in all areas of public safety.
  - Prepare students for job interviews via mock interviews
  - Our approach to education emphasizes both theoretical foundations and practical application.
  - Hosting career fairs and open houses which bring hundreds of people to campus to recruit both for employment and for attendance at WIU.
  - The ability to provide an education for students in the paramedics, fire science and emergency management programs which comply with state and federal licensing requirements.
  - Our extensive nation-wide internship opportunities for students which includes federal, state and local agencies.
  - Host a CSI summer camp for high school juniors and seniors for recruitment.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- The ability to accomplish more with less. Our faculty has an extremely dedicated core group that teaches more classes with a higher enrollment on a smaller budget than most other departments at WIU.
  
- **What internal resources do we have?**
  - Our Director, faculty and staff strive for excellence.
  - The online classes are supported by WIU's Center for Innovation in Teaching and Research (CITR) and delivered through D2L Brightspace. Our standardized online courses meet and exceed most Universal Design or Quality Matters standards. The course shells and syllabi are student-friendly and foster a sense of community and collaboration among students. Students network with their peers, share best practices and ideas and work together to address common challenges. This fosters a sense of community that helps students promote collaboration and cooperation which will eventually extend to their public safety organization and the community they serve.
  - Our curriculums in EM, fire science, and paramedic are always subject to outside review due to accreditation and FESHE standards.
  - Our faculty bring in world experience in the classrooms and share their network contacts.
  - Our webpage interactive internship map displays the types and locations of actual current internships around the world.
  - Interactive web trainings developed by our faculty such as the situational awareness, Responding to Floods and Tornadoes, Restorative Justice, and Implicit Bias Interactive Webinars.
  - The assortment of materials, maps, and research collected by our faculty dealing with IDEA homeland security.
  
- **What other positive aspects, internal to WIU, add value or offer us a competitive advantage?**
  - By using FESHE accredited courses a career development path exists for fire service personnel. Fire administration students can earn various certifications and degrees, which help them advance in their careers. For example, firefighters can earn certifications in fire service supervision, fire service leadership, and as a fire instructor. By offering these opportunities for career development, fire departments can encourage their personnel to grow professionally and continue to make valuable contributions to their organizations.
  - Our Fire Protection programs promote best practices and professional standards in the fire service, to include: evidence-based strategies and tactics that ensure safe, efficient, and effective operations.
  - The FESHE curriculum provides a means for learners to benchmark their performance against their peers and identify areas for improvement. By promoting best practices and professional standards, our program helps to ensure that fire departments are providing the highest level of service to their communities.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

- The school's reputation is solid as to LEJA components and now, since the takeover of emergency management and the retooling of the entire curriculum and creation of the EOC, it is establishing a strong and positive reputation among disaster response agencies as well. In addition to the expected agencies, IEMA, FEMA, DoD, other prominent agencies are seeking our instruction, or curriculum and our students like Google, the United Nations, the CDC, Amtrak, ESDA agencies, and even the Governor of Illinois touted our EM program as the place to look to for future first responders.

**6. Describe Department/School challenges:**

- The university has no depth of personnel. There is one person in transfer admission, one person in HR, one person to schedule QC classes, one person to handle legal, one person in web services, one person to work with grants and foundation issues, etc. WIU needs back-ups and a line of succession for when people retire, become ill, or are generally unable to perform their jobs. The delays cost us applicants, time, and most importantly destroy WIU's reputation to efficiently deal with matters. Students want almost instant replies to their questions, a week or two to answer simple questions concerning admissions, course offerings or tuition, causes them to move onto a different university. The same is true for creating partnerships with outside entities. Waiting months for responses cost lost opportunities and damages our reputation with the entities we seek to service and support. Waiting months for responses, delays in offering contracts to adjuncts, prolonged delays in accepting donations, or approving searches, and failures to follow through concerning program updates, changes, and innovative ideas is demoralizing, time consuming, and creates a perception of either incompetence or a lack of interest. Plus sending repeated emails and leaving numerous voice messages is frustrating at best. We have missed many opportunities due to a failure to act timely. In this current era of declining high school student populations, budgetary concerns, and fierce competition for resources, we need to learn to respond in a timely fashion or as the saying goes- "strike while the iron is hot"!
- The same lack of depth in instructors is concerning. Currently we have one Emergency Management Professor, one Paramedic and EMT professor, and two fire professors. As these programs continue to grow students will need to be served by more than one instructor. The overload within these areas is extreme now and will only get worse as recruitment continues to be successful. Further, it is never adequate to have one professor teach an entire major and the minors in case of illness or retirement.
- Another major weakness is a lack of financial support, which directly translates into a lack of sufficient resources.

Operating Budget

| <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> | <u>2020</u> | <u>2021</u> | <u>2022</u>   |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|
| \$26,682    | \$26,682    | \$26,682    | \$26,682    | \$20,011    | \$20,011    | \$20,011    | \$9,000 (75%) |

- The budget history of this School over the last seven years has been insufficient as to its size and needs. While LEJA student enrollment has decreased like most programs

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

nationally, the operating budget has been reduced far beyond what is needed to successfully run the school. Budget reduction has resulted in less opportunity for recruitment, less opportunity for additional growth, diminished faculty travel to conferences leading to less of a presence on the national and international stage, and less supplies to support student education and growth.

- The new Fire Medic degree and the Emergency Management programs are relatively unknown. Yet there are no funds for Internet advertising, extensive travel to technical schools, etc.
- If WIU wants to be the leader in public safety programs they should recognize the need to invest in the tools of the trade. For example, while we have generously been given some of the essentials (bunker gear and SCBA) these items are significantly outdated. The program utilizes “hand-me-down” from volunteer organizations and many times this equipment can be less than desirable. While we get by, it is obvious that the condition of our equipment directly represents the financial commitment of the University toward the program. The same comments could be made about our classroom spaces and facilities—they need upgrading beyond the basic cosmetic changes.
- It would also be beneficial for the School and our students to separate ourselves from COEHS. This would elevate our status at the university and increase our visibility as a force to be reckoned with, not buried under the auspices of education. If we were our own college, we could focus on the vital concerns of LEJA. Without the drama and educational accreditation and recruitment concerns of the current college, we could focus on continuing to build our program. Positive reinforcement creates motivation to succeed.
- Being a separate college would also allow the programs to be led by individuals who understand public safety, the ever-changing educational needs, the political ramifications of social justice issues, and the direction that Public Safety is going in the nation and the world.
- The establishment of a Ph.D. program in public safety requires financial support in order to ensure its viability and sustainability. This investment will play a critical role in enabling the school to provide students with the highest level of education, resources, and opportunities in the field.
- We need an active foundation/grants individual who will research what is available and truly assist in the application process. Currently, the most support we get is a link to U.S. government grants and then, if we are lucky, assistance with the budget section. If we locate grants on our own we have to continuously nudge and beg university resources to assist us in meeting the time demands and then actually supporting us through the grant process based upon our potential for success, the amount sought, and the acclaim and reputation enhancement it would generate. We miss major opportunities like the NSF Paid Research Opportunity for Criminal Justice Students to study disparities in the Criminal Justice System that was awarded to the North and South Carolina Universities and is being touted to our students by those universities and our faculty.
- We also need support from alumni relations so that we can reach out to them for promotional marketing purposes to assist in spreading word of mouth recruitment efforts. The only contact we have with alumni personnel is that they pay for the refreshments before our Career Fairs. The School of LEJA and its Alumni and foundation personnel



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

have failed to connect with individuals who have gift-giving potential or status as a distinguished scholar.

- Concerning alumni, particularly recent alumni who have graduated within the last two years, a list serve should be generated so that the job openings we currently share with our active students could be shared with them as well. Many of our alumni are looking for career changes, job upward mobility, and relocation. The daily job opening announcements we share with current students could be a continual way to connect with our alumni and maintain their connection and support of WIU. Many of our alumni, as previously stated are agency leaders and parents of potential future WIU students.
- As the number of high schoolers is down and those wanting to pursue criminal justice is limited, we should target and market potential students who are currently working in the profession for degree completion programs. We need to partner with Iowa community colleges to seek transfer students who need to complete the degree to be promoted. We need to market to our partner agencies (1500) who support our interns and encourage them to complete their BS or Master degrees with us online. We need to reimagine recruiting to fit today's world.

**7. Identify opportunities for your Department/School in the short term:**

- The new Fire Medic degree and the Emergency Management programs are relatively unknown. Marketing for these programs and the LEJA programs needs to increase at a national level.
- As WIU becomes the leader in public safety programs they should recognize the need to invest in the tools of the trade. For example, while we have generously been given some of the essentials (bunker gear and SCBA) these items are significantly outdated. The program utilizes “hand-me-down” from volunteer organizations and many times this equipment can be less than desirable. While we get by, it is obvious that the condition of our equipment directly represents the financial commitment of the University toward the program. The same comments could be made about our classroom spaces and facilities—they need upgrading beyond the basic cosmetic changes.
- Becoming our own College would serve to recognize the status of the School and its Programs as a separate entity. It would also allow us to move forward faster with partnerships and associations that will increase recruitment and enrollment as well as potential for future funding and gifts. This would elevate our status at the university and increase our visibility as a force to be reckoned with, not buried under the auspices of education.
- The lack of University respect for the School of LEJA and its program and professors need to be addressed. LEJA faculty and students hear the disdainful, rude, and outrageous comments about themselves and the program. While we may not be a liberal arts program or a specifically designated STEM course of study, our classes are grounded in the scientific methods approach, meet NSF standards as well as USGS, NOAA, medical, and bio mechanical methodologies. Our students are bright, productive, and are students of WIU. They take the same general education classes as everyone else. They participate in the same Honors classes and programs. They chose to pursue public service as a career. Our students are entitled to a good education and not to feel sullied by other professors for their career choice. Our students and faculty deserve respect. The culture of WIU must



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

change to support all students, not merely those liberal arts students. The change in culture must come from the top down. These students and those in education, computer science, and nursing are some of our most promising and the largest contributors to our financial success at this institution. WIU employees should refrain from making negative allegations about the University, the community and the individual programs. We all must promote the good and work to make changes to things that need correcting. Faculty and staff should not be competing against each other at the expense to the institution as a whole.

- Improve facilities, classrooms (old/decaying), and offices.
- The establishment of a Ph.D. program in public safety requires financial support in order to ensure its viability and sustainability. This investment will play a critical role in enabling the school to provide students with the highest level of education, resources, and opportunities in the field.
- The School of LEJA has identified many potential partners and programs to assist with our growth and advancement. These partners include community colleges, technical schools but also leaders in industry like Juvare 9 and i2 software, and agency support from state, local and federal levels. We need to be able to actively and timely pursue these avenues to grow in terms of students, expertise, funding, and reputation. For example, we need to partner with Iowa Community Colleges to seek transfer students who need to complete their degree to be promoted. We need to market to our partner agencies (1500) who support our interns and encourage them to complete their BS or Master degrees with us online. We need to reimagine recruiting to fit today's world.

**8. 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 have created an impressive Advisory Council to conduct a SWOT assessment of our programs and initiatives and to determine the direction to proceed. The Council is made up of 3 U.S. Presidential appointees, industry leaders, legislative gurus, and high-stake public servant representatives providing guidance covering all of our areas of expertise. The results of their efforts are forthcoming as they assess the viability of the School becoming its own College.

We plan to once again host a CSI Summer Experience. In the past we have hosted it both physically and virtually and have had students attending from 14 states and beyond our maximum capacity. Many of those attending have enrolled in our programs for all four years.

We will continue to have Open Houses for each of our areas of study and Career Fairs to support student internship and employment opportunities from all over the U.S. and around the world.

As we have just revised our EM. FPS, criminalistics undergraduate programs, and created two new PBC's at the Master of Public Safety Administration level, most of our curriculum content will remain stable with the normal yearly legal updates. The course rotation and offerings will however, depend on professor availability.

We are working on offering a PhD in Public Safety Administration and the courses and

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

curriculum are in the process of being finalized.

We will continue to zoom in with leaders in all fields related to the School so that students can directly learn from, interact with, and meet the leaders in their fields. These zoom meetings allow for first-hand accounts of incident management, issues of national and local concern, and descriptions of careers on a personal level. Currently we meet approximately twice each week over zoom with the major players involved with public safety.

The EM Program and the FPS Program are working deliberately toward moving in the direction of affording Quality Matters online courses for most of its online components. Two faculty members have attended and completed the QM Applying the Quality Matters Rubrics (APPQMR) course and the QM Designing Your Online Course (DYOC).

Faculty have also completed the extensive Juvare 9 technology training programs required for its usage in the classroom.

Perhaps the most aggressive goals for the next year are to work towards creating more agency partnerships. These partnerships increase our advantage in placing interns at competitive sites, increase our ability to receive grants and research opportunities, and encourage a greater networking for student recruitment and faculty hires.

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

Obviously, the success of the recruitment programs and initiatives will be tied to student yield. When the Doctorate Program is sent to the Higher Education authorities, that too will show success.

The number of agencies and partners who choose to hire our faculty, to offer jobs and internships to our students and promote our program are also ways we measure our success.

**10. List major faculty and staff achievements:**

8/22 Receiving a \$2 million dollar grant toward the remodeling and hardening of an Emergency Operation Center (EOC) on campus in the former Currens Library from Senator Durbin and IEMA.

1/23 Receiving the Juvare 9 partnership agreement and certification is huge for our program. It is opening doors with all of the major leaders and agencies in Emergency Management. It will provide marketing, partnerships, internship placement, and training opportunities at all levels from working professionals who will seek out our Masters Program and EM PBC and put us at the top of the undergraduate program listings due to the ability for students to connect with the technology used in the field.

8/22 Negotiating the partnership with IEMA for two paid internships.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Professor Henning was appointed a member of the FESHE Bachelor Committee Work Group.

Kule, A., Ekici, N., Ozer, M. and Gultekin, S. (2022 in press). *Fear and Risk Perceptions of College Students Regarding Terrorism* (Ed.). Understanding Deviance, Crime, Social Control, and Mass Media: The Construction of Social Order. Lanham, Maryland: Hamilton Books of Rowman Littlefield.

Schafer, J. & Karlins, M. (June 2022). Taillés en bits et en pièces. Que pouvons-nous apprendre d'un exemple d'espionnage d'entreprise? *Cyber Security Trends*, 68-74.

Ekici, N. (2022). TV News Coverage: Year two of pandemic continues to hinder law enforcement.  
<https://khqa.com/news/local/year-two-of-pandemic-continues-to-hinder-law-enforcement>

Alexander, D. and Ekici, N. (2022). COVID-19 and perceptions of police: Updated survey results and implications. *Security Magazine*.  
<https://www.securitymagazine.com/articles/96956-covid-19-and-perceptions-of-police-updated-survey-results-and-implications>

Schafer, J. (November 2022) How to ID deceptive speech. *Psychology Today Magazine*.

## **11. List major student achievements and recognitions:**

The School of LEJA is extremely successful in reaching out for donations, recruitment of students, and engagement of professionals to add to the value and experience of the program. We have maintained our designation as one of the top criminal justice programs in the nation and number one online program in the state based upon our ability to keep current, interact and educate leaders and provide real-world guidance, assistance, and responses to our students and professionals. We do this because we are public servants who by choice want to make a difference and lead us into a better tomorrow.

Two students have published in a peer reviewed forum- Here is one of the publications:

Alexander and Buettner, "COVID-19, anti-vaxxers and moving forward together," *Security magazine*, Nov. 17, 2021.

<https://www.securitymagazine.com/articles/96541-covid-19-anti-vaxxers-and-moving-forward-together>

In a highly competitive job market, over 50 of our recent graduates have been hired by the FBI. We hold the distinction of having the most alumni who are employed as U.S. Secret Service agents. Our recent EM and FPS students are receiving employment offers at top salaries and choice positions. IEMA and Amtrak, are actively seeking our interns and paying top dollars for them to come.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

This semester Madeline Cox was awarded the first of the IEMA internship paid placements.

Although we are unable to track the specific success of the students from our program upon graduation due to manpower and record keeping abilities, we do have an interactive internship map that clearly displays where they have been employed during their internships. After graduation, all data is kept by alumni and not shared with us. Further, we know that many students, if not all, are receiving employment as we receive numerous background investigation reports within months of completion of the degree program.

**12. List alumni activities:**

One of our recent students is the policy adviser for the Office of Illinois Lieutenant Governor Juliana Stratton.

Several of our distinguished alumni are now serving on our Advisory Council.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

## **Recreation, Park and Tourism Administration**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Chairs/Directors will identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

Due to Dean's Office: **April 14, 2023**

**1. Department/School mission statement:**

- To provide dynamic, highly effective learning opportunities for personal and career development.
- To encourage and facilitate scholarly and creative activity.
- To enhance the quality of life throughout the State and beyond.
- To serve the leisure services profession, including those organizations involved in program and service delivery.

**2. Degrees offered in Department/School:**

BS in RPTA, MS in RPTA, PBC in Event Management

**3. List specific recruitment and retention activities:**

1. Discover Westerns
2. Major/Minor Fairs
3. 2+2 Agreements with College of DuPage and Scott Community College
4. 2+2 negotiation with Joliet Community College
5. Transfer Articulation Conference
6. RPTA Summer Opportunities Fair
7. Midterm Potluck
8. Chilli Cookoff
9. Pants Stretch and share your favorite treats with special guest Santa
10. Career day at SRC

**4. List student learning outcomes for majors:**

**Department of Recreation, Park and Tourism Administration (RPTA)**  
**Undergraduate Major Assessment Report: 2021-2022**

The RPTA undergraduate program assesses the learning outcomes associated with the departmental accrediting body: Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). Four learning outcomes are assessed:

1. **Foundations:** Students graduating from the program shall demonstrate entry-level knowledge of the background, nature and scope of the profession, including the history, philosophy, and social and behavioral science underpinnings.
2. **Provisions of Services:** Students graduating from the program shall demonstrate entry-level knowledge of the provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups.
3. **Management and Administration:** Students graduating from the program shall demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.
4. **Professional Internship:** Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism or related organization.

The RPTA core curriculum addresses the COAPRT learning outcomes.

**RPTA 111:** Introduction to Leisure and Hospitality Services

**RPTA 230:** Leadership in Leisure Services

**RPTA 235:** Programming Principles and Applications in Leisure Services

**RPTA 322:** Administration of Leisure Services

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean’s Office: April 14, 2023**

**RPTA 499:** Internship in Leisure Services

All students in the RPTA undergraduate program must complete a directed elective in their option area that addresses specific learning outcome objectives.

**RPTA 422:** Advanced Administration of Leisure Services

- o Option: Community Recreation

**RPTA 449:** Management of Outdoor Recreation

- o Option: Outdoor Recreation

**RPTA 454:** Management of Therapeutic Recreation

- o Option: Adapted Recreation & Inclusion

**RPTA 467:** Event Planning and Management

- o Option: Tourism, Hospitality, & Event Management

**Undergraduate Program Assessment Plan Update**

During the 2020-2021 academic year, the RPTA Curriculum and Assessment Committee conducted a review of the departmental assessment process. The department’s accrediting body updated the learning outcomes, which occurred alongside the recognition that some learning outcomes were not aligned properly with courses. The committee reviewed the new learning outcomes and identified the courses where the relevant courses. Some courses were scheduled for assessment of a complete learning outcome (e.g., RPTA 111 – Learning Outcome #1), however the learning outcome objectives were addressed through multiple courses. Additionally, the structure of the RPTA undergraduate program involves a student to select an option, which dictates a specific selection of directed electives. The department adopted a consistent assessment rubric to use across all undergraduate, graduate, and general education assessments. Faculty use their own grading rubric for the assignment then apply their grades to the assessment rubric (see Figure 1). The Curriculum and Assessment Committee did not believe the creation of another rubric for faculty to use specifically for their assessment grading would be accepted by all RPTA faculty. Thus, the applicable rubric was initiated and will be reviewed for applicability by the Curriculum and Assessment Committee during the 2022-2023 academic year when a complete year of assessment data is available.

The RPTA faculty voted on and adopted the new assessment plan in April 2021 and implemented the new plan for the 2021-2022 academic year. The below report represents the new assessment plan.

*Figure 1: Department of Recreation, Park and Tourism Administration Assessment Rubric*

| <b>Assessment Score: 3<br/>Exceeds Expectations</b>                                                                                                                                                                       | <b>Assessment Score: 2<br/>Meets Expectations</b>                                                                                                                 | <b>Assessment Score: 1<br/>Minimally Meets<br/>Expectations</b>                                                                                                       | <b>Assessment Score: 0<br/>Doesn’t Meet Expectations</b>                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The student demonstrated the ability to adapt and/or interpret the skill(s) in order to use the skill(s) to advance knowledge and/or apply for use in practice.<br><br>Grade associated with assessment score:<br>90-100% | The student demonstrated the ability to integrate and/or apply the skill(s) under typical circumstances.<br><br>Grade associated with assessment score:<br>70-89% | The student demonstrated the ability to recognize and/or discuss the fundamental components of the skill(s).<br><br>Grade associated with assessment score:<br>60-69% | The student demonstrated a lack of basic understanding of the skills required or did not submit assignment.<br><br>Grade associated with assessment score:<br>0-59% |

**Summary of 2021-2022 RPTA Undergraduate Program Assessment Data**

The updated assessment plan presents a more accurate analysis regarding RPTA students’ knowledge acquisition related to the COAPRT learning outcomes. RPTA students are generally meeting and exceeding expectations. Most faculty identified areas for improvement to further enhance student’s knowledge and understanding. The assessment results will be distributed to Departmental faculty in May 2022 and a presentation of results, comparison, and considerations is scheduled for the first faculty meeting of the 2022-2023 academic year.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Below, each learning outcome is explained with associated results and impact statements. A summary and presentation of data is presented at the end of each section.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**I. LEARNING OUTCOME #1: FOUNDATIONS**

Students graduating from the program shall demonstrate entry-level knowledge of the background, nature and scope of the profession, including the history, philosophy, and social and behavioral science underpinnings. The objectives are listed below with the corresponding course from the RPTA core curriculum.

- A. The nature and scope of the relevant park, recreation, tourism or related professions and their associated industries.
  - Course: RPTA 111
- B. Techniques and processes used by professionals and workers in these industries.
  - Courses: RPTA 422, 449, 454, and 467
- C. The foundation of the profession in history, science and philosophy
  - Course: RPTA 399

**1A: Direct Measurement:** RPTA 111

Instrument: Comprehensive Final Exam

A comprehensive final exam measures students' understanding of the nature and scope of the profession. The exam questions target the foundational aspects of all the related leisure professions.

**1A: Results**

One section was held in Fall 2021 and one section held in Spring 2022. A total of 39 students were engaged for the assessment in the two courses with (25) students exceeding expectations, (12) met expectations, (0) students minimally met expectations, and (2) students did not meet expectations. Of the students not meeting expectations, (2) did not attend/complete the final exam.

**1A: Impact**

The assessment content connected to RPTA 111 changed as a result of the review conducted during the 2020-2021 academic year. The Curriculum and Assessment Committee recognized that the course only addressed one of the three objectives listed in Learning Outcome #1. The assessment tool remained the same and is now a better indicator of knowledge growth for the linked objective. Two students disengaged from the course and the instructor attempted multiple methods to re-engage them to no avail. The data demonstrates that students did achieve competency of the learning outcome objective. The instructor will continue to finetune the final exam to ensure the questions directly measure the learning outcome. Additionally, the instructor will continue to engage students in meaningful ways.

**1B: Direct Measure Explanation**

*Students in the Department of Recreation, Park and Tourism Administration complete a second administration course in their option area (i.e. RPTA 422, 449, 454 and 467). These courses directly address specific techniques and processes for that industry area. Below, each course gathered assessment data for their related professional reflection assignment.*

**Direct Measurement:** RPTA 422

Instrument: Job Shadow Reflection (Professional Reflection)

This assignment involved shadowing executive administrators from related leisure agencies. Students submitted a video reflection connecting their experience with related course concepts. This assignment was completed by mid-term Fall semester.

**Results**

One section was held in Fall 2021. A total of 10 students were engaged for the assessment in the course with (9) students exceeding expectations, (0) met expectations, (0) students minimally met expectations, and (1) students did not meet expectations. The student that did not meet expectations, did not complete/submit the assignment.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**Impact**

The RPTA 422 course was completely overhauled for this academic year, which coincided with the updated assessment for the RPTA undergraduate program. The professional reflection assignment connected to this assessment worked very well. The final assignment was the culmination of their professional job shadow experience and students were clearly able to summarize the learning that occurred during the job shadow time period as well as connected that learning to course concepts. This assessment will be implemented again next year, as this assignment is a primary method to help students connect course content with practitioners' actual experience in the industry area of interest.

**Direct Measurement:** RPTA 454

Instrument: Administrative Agency Overview (Professional Reflection)

This assignment involved students visiting a TR-based agency then submitting a written summary of their visit that includes appropriate connections to course concepts. This assignment was completed by mid-term Spring semester.

**Results**

One section was held in Spring 2022. A total of 3 students were engaged for the assessment in the course with (3) students exceeding expectations, (0) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

**Impact**

This is the first year that RPTA 454 was included in the assessment process. The assessment review in 2020-2021 indicated the need to include all four administrative directed elective courses due to the specific administrative content that connects with this learning outcome. Upon review of the assessment data, this assignment was an appropriate method to students gaining a well-rounded understanding of the administrative side of a Therapeutic Recreation agency. The instructor will continue to require this assignment and does not anticipate making changes to the assignment next year.

**Direct Measurement:** RPTA 467

Instrument: Event Specification Guide (Professional Reflection)

This assignment involved students observing a special event then assessing the experience and relating the experience with appropriate course concepts. This assignment was completed shortly after mid-term Spring semester.

**Results**

One section was held in Spring 2022. A total of 13 students were engaged for the assessment in the course with (6) students exceeding expectations, (6) met expectations, (0) students minimally met expectations, and (1) students did not meet expectations. The student that did not meet expectations, did not complete/submit the assignment.

**Impact**

This year the instructor provided students the opportunity to peer review proofs of each other's event specification guides. This opportunity was beneficial to the students who made corrections based on the reviews. The instructor will continue with this practice in the future. The students that engaged in this collaborative learning opportunity commented that it deepened their understanding of the importance of documentation, which is pivotal to professional responsibilities in the leisure services professions.

**1C: Direct Measurement:** RPTA 399

Instrument: Leisure Issue Paper

This assignment involved students identifying a leisure-related issue then applying course concepts to address that issue through a written paper. This assignment was completed near the end of the semester.

**1C: Results**

One section was held in Spring 2022. A total of 3 students were engaged for the assessment in the course

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

with (0) students exceeding expectations, (3) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

**1C: Impact**

Both RPTA majors registered in RPTA 399 produced satisfactory leisure issues term papers, though the level of analysis ranged from good to moderate in terms of depth and breadth of understanding the relevant literature. This result was also reflected in the class discussions prior to the papers. Generally, the students did not seem very familiar with fundamental leisure studies concepts. Thus, the course content needed to be approached more as reminder—if not also an introduction—to the foundational ideas of the profession. It suggests that it might be a good idea to pretest students' knowledge of fundamental leisure studies concepts at the beginning of each future section of RPTA 399, and then provide them with supplemental readings to complete outside of class time if their knowledge level is below expectations.

*Figure 2: Distribution of assessment scores for Learning Outcome #1 (n = 68)*

| <b>Assessment Score: 3<br/>Exceeds Expectations</b>                               | <b>Assessment Score: 2<br/>Meets Expectations</b> | <b>Assessment Score: 1<br/>Minimally Meets<br/>Expectations</b> | <b>Assessment Score: 0<br/>Doesn't Meet Expectations</b> |
|-----------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------|
| 43 = 63%                                                                          | 21 = 31%                                          | 0 = 0%                                                          | 4 = 6%                                                   |
| n = total number of students engaged in the assessment across Learning Outcome #1 |                                                   |                                                                 |                                                          |

**Learning Outcome #1 Impact Summary**

During the 2020-2021 academic year, the Curriculum and Assessment Committee review led to a significant update to the assessment process for each learning outcome. Learning Outcome #1 was historically measured through one course RPTA 111, but the review showed that course did not sufficiently address all components of the learning outcome. Instead, multiple courses (completed by all major students respectively) addressed the objectives comprising the outcome. The COAPRT updated this learning outcome, which resulted in the return of a core course that was mothballed (RPTA 399). This course specifically addressed the history and philosophy of the leisure services fields. One assessment was not completed for learning outcome 1C in the RPTA 449 course. The instructor mistakenly did not include an appropriate assignment to assess students' understanding of professional practices for the outdoor leadership profession. An assignment will be included in the course for 2022-2023 academic year. Overall, the data suggests that most students are achieving a high level of competency for this learning outcome. The faculty reviewed their data and will make the adjustments noted in the above impact statements to continue students acquisition of this content.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**II. LEARNING OUTCOME #2: PROVISIONS OF SERVICES**

Students graduating from the program shall demonstrate entry-level knowledge of the provision of services and experience opportunities for guests, visitors, participants, clients, or other constituent groups. The objectives are listed below with the corresponding course from the RPTA core curriculum.

- A. Design services that facilitate targeted human experiences
  - RPTA 235
- B. Implement services that facilitate target human experiences
  - RPTA 235
- C. Evaluate services that facilitate targeted human experiences
  - RPTA 497
- D. Embrace personal and cultural dimensions of diversity
  - RPTA 230

**2A: Direct Measurement:** RPTA 235

Instrument: Recreation Program Plan

The Recreation Program Plan measures students' understanding of the above program development concepts important to the design of services. The project is comprised of multiple sections submitted by students across the semester. The assessment data is based on the completed project that is submitted at the conclusion of the semester.

**2A: Results**

One section was held in Fall 2021 and one section held in Spring 2022. A total of 28 students were engaged for the assessment in the two courses with (7) students exceeding expectations, (10) met expectations, (2) students minimally met expectations, and (9) students did not meet expectations. Of the students not meeting expectations, (8) did not submit the assignment.

**2A: Impact**

Covid continues to impact the planning process of partnering agencies. Students noted that communicating with their partner agency was difficult and time-consuming, as some agencies were unresponsive throughout the project. This difficulty led to students' feeling frustrated and challenged to complete the assignment components in a timely manner. As a result, the instructor will work with the partner agencies more closely during the Fall semester to ensure they understand the assignment guidelines that students must follow. Outside these challenges, this assignment continues to provide a clear illustration of students' competency for service design.

**2B: Direct Measurement:** RPTA 235

Instrument: Fieldwork & Practitioner Interview Paper

The Fieldwork Paper is the reflection paper of their fieldwork experience with a partner agency. This assignment measures students' integration of course concepts with their fieldwork experience of implementing leisure services. The assignment is completed at the conclusion of the semester.

**2B: Results**

One section was held in Fall 2021 and one section held in Spring 2022. A total of 27 students were engaged for the assessment in the two courses with (13) students exceeding expectations, (5) met expectations, (0) students minimally met expectations, and (9) students did not meet expectations. Of the students not meeting expectations, (9) did not submit the assignment.

**2B: Impact**

The fieldwork paper assignment continues to be a good assessment of students' abilities to integrate and apply course concepts into their fieldwork experience. During the Fall 2021 semester, RPTA made the decision to accept athletes who were pursuing a second baccalaureate. These five students determined they were not staying at WIU after their semester and did not complete much of the work after midterm. For the

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

students who actually attempted to finish the course, this assessment measure did allow measurement of how well students were able to integrate course concepts into their hands-on fieldwork.

**2C: Direct Measurement:** RPTA 497  
Instrument: Evaluation Project

This assignment involves students working collaboratively with a partner agency to design and implement an evaluation to address a practical challenge that agency is currently experiencing. The assignment is comprised of multiple sections submitted across the semester. The assessment data reflects the final project submission at the conclusion of the semester.

**2C: Results**

One section was held in Fall 2021 and one section held in Spring 2022. A total of 22 students were engaged for the assessment in the two courses with (10) students exceeding expectations, (12) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

**2C: Impact**

The assessment data indicates that most students are demonstrating an appropriate level of knowledge for evaluative processes used in leisure service industries. Since this project involves the submission of multiple drafts, the students showed that they use the instructor feedback to revise their projects before the final submission. The instructor will continue the current structure of the project, which mirrors the schedule of topics taught during the semester. The instructor noticed that student continue to struggle with the final project component that involves students using the evaluative data to determine appropriate recommendations for their partner agencies. This issue has persisted for a few years and the instructor will continue to identify new methods to help students interpret the data and apply the information in meaningful ways for their stakeholder. The instructor will create more in-class activities for students to use data to inform recommendations, so students have those examples to reference for their own projects.

**2D: Direct Measurement:** RPTA 230  
Instrument: Cultural Competency Assignment

This assignment is designed to expose students to broad cultural experiences and link those experiences to the role of leisure service professionals to provide a range of experiences for diverse populations. Students in one course attended (in-person or virtually) a cultural event outside their individual culture then submitted a video reflection of their experience while identifying relevant connections to course concepts.

**2D: Results**

One section was held in Fall 2021 and one section held in Spring 2022. Only the Fall section is represented in the assessment data, the instructor for the Spring course mistakenly did not include a relevant assignment to assess this learning objective. A total of 18 students were engaged for the assessment in the course with (7) students exceeding expectations, (2) met expectations, (0) students minimally met expectations, and (9) students did not meet expectations. Of the students not meeting expectations, (9) did not submit/complete the assignment.

**2D: Impact**

This subject matter has been incorporated in this course for many years to varying degrees of success. Assessment cultural competency in RPTA 230 was added this academic year to account for the updated RPTA undergraduate assessment. The assignment used for the assessment was relevant and allowed students to select an experience of their interest, within the parameters for the assignment. The students that did not complete the assignment were given multiple extensions and additional opportunities, but they never completed the project. These students were athletes taking the course toward completing a post-baccalaureate at WIU and did not actively engage in the class during the Fall semester. The other students described the assignment as meaningful and informative to their own perceptions of others. The instructor will continue to implement this assignment as the assessment. However, the original due date was too early in the semester, thus numerous extensions were provided to allow students the opportunity to select a meaningful experience. The instructor will consider a later due date for this assignment next year.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean’s Office: April 14, 2023**

*Figure 3: Distribution of assessment scores for Learning Outcome #2 (n = 95)*

| <b>Assessment Score: 3<br/>Exceeds Expectations</b>                               | <b>Assessment Score: 2<br/>Meets Expectations</b> | <b>Assessment Score: 1<br/>Minimally Meets<br/>Expectations</b> | <b>Assessment Score: 0<br/>Doesn’t Meet Expectations</b> |
|-----------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------|
| 37 = 39%                                                                          | 29 = 31%                                          | 2 = 2%                                                          | 27 = 28%                                                 |
| n = total number of students engaged in the assessment across Learning Outcome #2 |                                                   |                                                                 |                                                          |

**Learning Outcome #2 Impact Summary**

During the 2020-2021 academic year, the Curriculum and Assessment Committee review led to a significant update to the assessment process for each learning outcome. Learning Outcome #2 was historically measured through one course RPTA 235, but the review showed that course did not sufficiently address all objectives of the learning outcome. Additionally, the COAPRT update added an objective to the learning outcome. The objectives for this outcome are now assessed with an appropriate course. Upon reviewing the overall data, most students are reaching a sufficient level of competency for this learning outcome. The high percentage of data indicating “doesn’t meet expectations” is the reflection of a small number of post baccalaureate students that the Department agreed to accept for this academic year. These students were student transfers and athletes that were competing in their final year of NCAA eligibility. These students enrolled in both RPTA 230 and RPTA 235 during the Fall semester, which is a common sequence for RPTA students. The students’ academic performance was similar across both classes, as they became disengaged toward the end of the football season. That percentage reflects the same nine students not completing a total of three assignments across the two courses in Fall 2021. Overall, faculty identified relevant course modifications to consider for students’ knowledge growth (see above impact statements) that will be implemented for the 2022-2023 academic year.

**III. LEARNING OUTCOME #3: MANAGEMENT AND ADMINISTRATION**

Students graduating from the program shall demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions. The objectives are listed below with the corresponding course from the RPTA core curriculum.

- A. Knowledge of human resource management of related professions.
  - o RPTA 322
- B. Knowledge of fiscal and resource management of related professions.
  - o RPTA 422, 449, 454 and 467
- C. Knowledge of strategic planning for related professions.
  - o RPTA 322

**3A: Direct Measurement: RPTA 322**

Instrument: Employee Recruitment and Selection Project

The Employee Recruitment and Selection Project is an assignment that involves the creation of multiple hiring process documents for students’ future leisure services profession. This assignment concludes a large unit dedicated to Human Resource Management, which is completed shortly after mid-term.

**3A: Results**

One section was held in Fall 2021 and one section held in Spring 2022. A total of 19 students were engaged for the assessment in the course with (7) students exceeding expectations, (6) met expectations, (4) students minimally met expectations, and (2) students did not meet expectations. Of the students not meeting expectations, (2) did not submit the final project.

**3A: Impact**

This assignment has been used as the assessment tool for some time and it continues to be an appropriate measure of students’ learning for this particular outcome. Based on assessment data from the past two years, the instructor has reformatted the assignment to include multiple draft submissions for the purpose of providing feedback. Most students are using the feedback and submitting a quality final project. Some students continue to disregard the feedback and submit the assignment with incorrect information or



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

improper formatting. One component of the project continues to be a struggle for students to grasp and the instructor will consider adding one additional draft to provide feedback on that component before the final submission.

**3B: Direct Measure Explanation: Fiscal Assignment**

*Students in the Department of Recreation, Park and Tourism Administration complete a second administration course in their option area (i.e. RPTA 422, 449, 454 and 467). These courses directly address fiscal management practices for that industry area. Below, each course gathered assessment data for their related fiscal assignment.*

**Direct Measurement:** RPTA 422

Instrument: Program Budget Assignment (Fiscal Assignment)

The Program Budget assignment involved students creating a detailed budget for two recreation-based programs. The assignment contained multiple components submitted for instructor review. The assessment data is the completed final project submitted after the semester mid-term time.

**Results**

One section was held in Fall 2021. A total of 10 students were engaged for the assessment in the course with (3) students exceeding expectations, (5) met expectations, (1) students minimally met expectations, and (1) students did not meet expectations. The student that did not meet expectations, did not submit/complete the final project.

**Impact**

The RPTA 422 course was completely overhauled for this academic year, which coincided with the updated assessment for the RPTA undergraduate program. This assignment involved the submission of components throughout the budgeting unit so students would obtain instructor feedback before submitting the final project. Unlike other assignments, this assignment had pre-determined programs that all students used to create their budgets. The programs were selected for the purpose of exposure to new programs as well as learning how to gather necessary information while creating an appropriate budget. Some students unfamiliar with these programs showed signs of struggle throughout the process and the instructor regularly incorporated in-class opportunities for students to learn. Some students took advantage of those learning opportunities while others did not. The data indicates this assignment does demonstrate students' learning of this outcome and the instructor will use the assignment again next year. The assignment will be spread out across the semester, so the information from other units can be applied in real time with the budget development process and not in a separate budgeting unit. The instructor believes this change will help students connect the subject matter more clearly.

**Direct Measurement:** RPTA 449

Instrument: Budgeting & Finance Assignment (Fiscal Assignment)

The Budgeting and Finance assignment involved students building a projected budget following appropriate methods used with outdoor leadership leisure programs and facilities. The assessment is based on the students' final project submitted during the semester.

**Results**

One section was held in Spring 2022. A total of 6 students were engaged for the assessment in the course with (5) students exceeding expectations, (1) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

**Impact**

This course addresses administrative function for students entering the outdoor recreation industry. The budgeting assignment linked to this assessment provided a solid opportunity for students to gain a better understanding of the financial aspects related to the field. The instructor will continue to finetune this assignment, since this is the first year such an assignment was included in this manner for this course. Additional consideration will go to the assignment structure to ensure it properly links with the desired learning outcome.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**Direct Measurement:** RPTA 454

Instrument: Administrative Agency Overview Billing Component (Fiscal Assignment)

The Billing Component of this larger assignment involves the process of building a program budget that is inclusive of a specific process unique to therapeutic recreation services. This assignment occurs after students visit their partner agency and complete earlier components of the larger project. This assignment is completed after the semester mid-term.

**Results**

One section was held in Spring 2022. A total of 3 students were engaged for the assessment in the course with (3) students exceeding expectations, (0) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

**Impact**

This is the first year that RPTA 454 was included in the assessment process. The assessment review in 2020-2021 indicated the need to include all four administrative directed elective courses due to the specific administrative content that connects with this learning outcome. Upon review of the assessment data, the students scored well on this assignment. However, when reviewing the assignment objectives and the quality of students' work, this assignment will be restructured to require students to think more broadly and deeply about the application of budgeting and billing unique to the therapeutic recreation industry. The instructor will consider creating a separate assignment, rather than having a billing section in the larger administrative overview assignment, that specifically focuses on billing and budgeting. This assignment will coincide with appropriate course content.

**Direct Measurement:** RPTA 467

Instrument: Cost Recovery Pricing Assignment (Fiscal Assignment)

The Cost Recovery Pricing assignment familiarizes students to the budgeting process within the commercial events and tourism leisure industries. The assignment involves students calculating costs and determining prices using appropriate methods to the specified industry. The assessment is the completed final project submitted after mid-term.

**Results**

One section was held in Spring 2022. A total of 13 students were engaged for the assessment in the course with (3) students exceeding expectations, (7) met expectations, (1) students minimally met expectations, and (2) students did not meet expectations. The students that did not meet expectations, (1) student received an F on the assignment (i.e. poor quality), and (1) student did not submit/complete the assignment.

**Impact**

The instructor spoke with the students to understand the lower than normal grades for this assignment. The students suggested that the material needs to be covered earlier in the semester when students can focus more rather than after Spring Break. The instructor will switch the finance module to earlier in the semester next year. Based on assessment feedback from the undergraduate internship coordinator, students often share the importance of Excel knowledge when they begin internships. Students may not fully grasp the extent that this knowledge is needed at the time of this assignment. For this reason, the instructor will attempt to schedule a recent alumnus speak on this topic before beginning the financial module next year.

**3C: Direct Measurement:** RPTA 322

Instrument: Strategic Plan Analysis

The Strategic Plan Analysis involves students using a current public leisure services agency's strategic plan to identify relevant components of the plan and link said components to an agency's overall decision-making process. The assessment is the completed final project submitted at the conclusion of the semester.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

**3C: Results**

One section was held in Fall 2021 and one section held in Spring 2022. A total of 19 students were engaged for the assessment in the course with (4) students exceeding expectations, (8) met expectations, (4) students minimally met expectations, and (3) students did not meet expectations. Of the students not meeting expectations, (3) did not submit the final project.

**3C: Impact**

During both semester, students did not perform particularly well on this assignment. Upon reviewing the Fall students' grades, three students misunderstood the directions and copied content versus summarizing content in their own words. This assignment was originally designed to introduce students to the strategic planning process by guiding students to specific areas of the plan. The instructor thought assigning the due date at the end of the semester would allow students to take more time to complete the assignment thoroughly, however that did not occur. Most assignments were haphazardly organized and contained only portions of information rather than a comprehensive review. The instructor will schedule the assignment earlier and will attempt to create a draft assignment so students receive feedback before the final project submission.

*Figure 4: Distribution of assessment scores for Learning Outcome #3 (n = 70)*

| <b>Assessment Score: 3<br/>Exceeds Expectations</b>                               | <b>Assessment Score: 2<br/>Meets Expectations</b> | <b>Assessment Score: 1<br/>Minimally Meets<br/>Expectations</b> | <b>Assessment Score: 0<br/>Doesn't Meet Expectations</b> |
|-----------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------|
| 25 = 36%                                                                          | 27 = 39%                                          | 10 = 14%                                                        | 8 = 11%                                                  |
| n = total number of students engaged in the assessment across Learning Outcome #3 |                                                   |                                                                 |                                                          |

**Learning Outcome #3 Impact Summary:**

During the 2020-2021 academic year, the Curriculum and Assessment Committee review led to a significant update to the assessment process for each learning outcome. Learning Outcome #3 was historically measured through one course RPTA 322, but the review showed that course did not sufficiently address all objectives of the learning outcome. Additionally, the COAPRT updated and added objectives to the learning outcome. The objectives for this outcome are now assessed with the appropriate course. Upon reviewing the data, most students are reaching an appropriate level of competency for this learning outcome. A small number of students across the academic year did not submit the assignment associated with the assessment, which resulted in a small percentage not meeting expectations. Similar to Learning Outcome #1, this outcome (#3) required the assessment of all the administrative courses associated with the RPTA options (RPTA 422, 449, 454 and 467). This is the first time these courses were included in the assessment plan, yet there is clear evidence that the objectives were met through those associated courses. Faculty have reviewed their data and identified relevant modifications (see impact statements) for their courses, which will be implemented for the 2022-2023 academic year.

**IV. LEARNING OUTCOME #4: PROFESSIONAL INTERNSHIP**

Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism or related organization.

**Direct Measurement:** RPTA 499

Instrument: Course Grade

A student's course grade is based upon bi-weekly reports and agency evaluations while completing their full 400-hour requirement. Students must obtain a course grade of C- or higher to pass their internship, thus ensuring eligibility for WIU graduation with a RPTA major. This assessment is completed at the conclusion of the internship semester.

**Results**

One section was held in Fall 2021 and one section held in Spring 2022. A total of 5 students were engaged for the assessment in the course with (4) students exceeding expectations, (1) met expectations, (0) students

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean’s Office: April 14, 2023**

minimally met expectations, and (0) students did not meet expectations.

**Indirect Measurement: RPTA 499**

Instrument: Agency Supervisor Final Evaluation

Students on internship must be evaluated by their agency supervisor upon completing their internship hours. The agency supervisor evaluates the student’s performance across 30 behaviors and actions for the entirety of their internship. The agency supervisor completes the evaluation form, reviews the content with the student, then submits the form to the RPTA internship coordinator for record keeping.

**Results**

One section was held in Fall 2021 and one section held in Spring 2022. A total of 5 students were engaged for the assessment in the course with (5) students exceeding expectations, (0) met expectations, (0) students minimally met expectations, and (0) students did not meet expectations.

**Impact**

Students continue to demonstrate a high level of competency as they complete their professional internship. The Department expects to obtain this range of assessment scores due to the level of preparation and time spent before starting the internship. The instructor conducts an in-depth review of the indirect measure, as that provides important insight from the students’ behaviors and performance that faculty are unable to observe in real time. The instructor uses that manager/supervisor evaluation to identify skill deficiencies or issues across the intern cohorts and reports those perspectives back to the faculty annually.

*Figure 5: Distribution of assessment scores for Learning Outcome #4 (n = 10)*

| <b>Assessment Score: 3<br/>Exceeds Expectations</b>                               | <b>Assessment Score: 2<br/>Meets Expectations</b> | <b>Assessment Score: 1<br/>Minimally Meets<br/>Expectations</b> | <b>Assessment Score: 0<br/>Doesn’t Meet Expectations</b> |
|-----------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------|
| 9 = 90%                                                                           | 1 = 10%                                           | 0 = 0%                                                          | 0 = 0%                                                   |
| n = total number of students engaged in the assessment across Learning Outcome #4 |                                                   |                                                                 |                                                          |

**Learning Outcome #4 Impact Summary:**

During the 2020-2021 academic year, the Curriculum and Assessment Committee review led to a significant update to the assessment process for each learning outcome. Historically, Learning Outcome #4 was not included in the assessment plan, as it was previously listed innocuously in the COAPRT standards document. Internally, the RPTA Internship Coordinator analyzed the data provided by the direct and indirect measures now included in this assessment plan and report. The data does not include the students who completed their internship during the summer session for the 2021-2022 academic year. The next assessment report will include that data, as that session has the highest number of students on internship typically for the Department. Upon reviewing the current data, the majority of students are reaching full competency for this learning outcome. Both measures are reliable sources of data and assessment of the students’ knowledge.

**5. Describe Department/School strengths:**

The faculty remain a strength in educating students with the latest knowledge and skills needed to be successful in the broad scope of jobs in RPTA.

The streamlining of the curriculum with specific options and minors supports this education as well.

Retention continues as a strength of the RPTA Department with a retention rate over 92%.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Horn Field Campus, under the direction of Mindy Pheiffer continues attract hundreds of people (many potential students) to use its services.

The strong reputation of the department, and its students, allows us to continually have more externally funded Graduate Assistantships than any other departments on campus.

**6. Describe Department/School challenges:**

1. RPTA has become better at recruiting new freshman and transfer students, but if the University's overall enrollment does not grow, this limits RPTA's growth potential as well.
2. Funding to complete our educational mission is a challenge when our University budget is continually cut and budgets are only loaded at 75% of the allotted amount.
3. Faculty burnout from several faculty being tasked with doing too much and constantly being in overload is a concern. It isn't always possible to reassign a course to faculty expertise areas.
4. A challenge for the upcoming school year will be to recreate the sense of community lost in Currens Hall with the intentional spaces we have created for students and faculty in a similar manner in a smaller, yet, less centralized space in Knoblauch Hall with little to no financial support to do so.

**7. Identify opportunities for your Department/School in the short term:**

1. There is an opportunity to build a sense of community and space in Knoblauch Hall provided proper resources to do so.
2. There is an opportunity to rebrand the department and let our many communities know where we are and what we will continue to do.
3. There is an opportunity to work creatively with other departments within and outside the college, for example the School of Agriculture.

**8. 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.**

Department of Recreation, Park and Tourism Administration  
Rolling Objectives and Key Results for 2022-2023 and Beyond

1. Create an RPTA portal on Leatherneck Link  
KR 1: develop and establish an RPTA portal by the end of the October '22 (C - 10/22, Robinett)  
KR 2: create event pages within Leatherneck Link for all upcoming RPTA hosted events (O, Robinett, Eggleston, Owens)  
Midterm Potluck (C, 10/13/22)  
Chili Cookoff (C, 11/17/22)  
Dead Week Pants Stretch (C, 12/8/22)  
RPTA Potluck RPTA Summer Opportunities Fair (C, 2/15/23)  
Fat Tuesday Potluck (C, 2/21/23)  
KR 3: use the RPTA portal and scanning app to track student attendance at 75% of RPTA hosted events (O, Robinett, Eggleston, Owens)  
Midterm Potluck (C, 10/13/22)  
Chili Cookoff (C, 11/17/22)

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Dead Week Pants Stretch (C, 12/8/22)  
RPTA Potluck (C, 2/15/23)  
RPTA Summer Opportunities Fair (C, 2/15/23)  
Fat Tuesday Potluck (C, 2/21/23)

2. Enhance the recruitment of assistantship-qualified graduate students

KR 1: By the end of October, develop and post on the RPTA website a timeline for admission and assistantship deadlines for domestic and international students (C, 10/22, Robinett)

KR 2: Three times a semester disseminate information about available assistantships via listservs, intradepartmental bulletins, and WIU Announcements. (O, Robinett)

Listservs (O - Quarterly, Robinett)

Intradepartmental bulletins (O - Weekly, Robinett)

WIU Announcements (O, Semester, Robinett)

KR 3: By the end of the 2022-2023 school year, identify and have in place at least one new externally funded assistantship (I, Robinett, Owens)

American Camp Association (C, 12/22, Owens)

KR 4: At least twice a semester, advertise integrated RPTA program to current RPTA students (O, Robinett)

KR 5: At least twice a semester, advertise integrated RPTA to SM program to students across campus (O, Robinett)

3. Develop and launch a practitioners option in the MS in RPTA by the Fall 2023 semester

KR 1: Collect and analyze feasibility study data by the end of September '22 (C - 9/22, McLean, Owens)

KR 2: Submit to and obtain support from RPTA for the feasibility study by October 14, 2022 (C, 10/22, McLean, Robinett, Lukkarinen)

KR 3: Earn approval for MPO by end of Fall 2022 semester (C, 12/22, McLean, Robinett, Lukkarinen)

KR 4: Host two promotional events for the MPO during the Spring '23 semester

Illinois Park & Recreation Association Conference (C, 01/25/23, Owens, Robinett, Lukkarinen)

Batch email to conference attendees (C, 02/22/23, Robinett)

Iowa Park & Recreation Association Conference (U, McLean, Lukkarinen)

KR 5: Admit at least 5 students into the Fall '23 cohort (U, Grad Committee)

4. Promote and recruit students for the Post-Baccalaureate Certificate in Event Planning and Management

KR 1: Create webpage and promotional materials by the start of the Spring '23 semester (C, Robinett)

WIU Press release (C, 2/20/23)

KR 2: Engage in two promotional activities with event professional associations by the end of the Spring '23 semester (U, Robinett, Lukkarinen)

WIU Graduate Open House (C, 10/04/22, Robinett, Lukkarinen, Choi)

IPRA Conference (C, 1/27/22, Owens, Robinett)

WIU Press Release (C, 2/20/23, Robinett)

IAPRA Conference (U, 3/27/23, McLean, Lukkarinen)

KR 3: Admit at least 5 new students into the program by Fall 2023 (U, Robinett)

5. Implement four 2+2 agreements with College of DuPage, Joliet Junior College and restart EICC/WIU Natural Resources Management Track

KR 1: recruit twice in classes on the CoD campus during the 2022-2023 academic year (U, Cassady, Choi, Robinett, Lukkarinen)

Robinett (C, 3/16/23)



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Articulation signing promotion (U, 4/28/23)

KR 2: identify and initiate correspondence with at least 5 CoD prospects by the end of the spring semester (I, Choi, Robinett)

KR 3: admit three CoD students for the Fall of 2023 (U, Konitzer, Robinett)

KR 4: Submit the required updated curriculum forms for the EICC/WIU Natural Resources Management Track to Admissions by the end of October '23 (U, McLean, Robinett)

KR 5: Conduct at least two promotional endeavors for the EICC/WIU program during the Spring '23 semester (U, McLean, Porter)

KR 6: admit three EICC students for the Fall of 2023 (U, Konitzer)

KR 7: meet with Ms. Anne Esquivel, Program coordinator for the Hospitality Management Program at JCC (C, 3/16/23, Robinett)

KR 8: recruit twice in classes on the JCC campus during the 2023-2024 academic year (U, Cassady, Choi, Robinett, Lukkarinen)

Robinett (U)

Articulation signing promotion (U)

KR 9: identify and initiate correspondence with at least 5 JCC prospects by the end of the spring semester '24 (I, Choi, Robinett)

KR 10: admit three JCC students for the Fall of 2024 (U, Konitzer, Robinett)

**6. Recruit interdepartmental transfers**

KR 1: Participate in every University-sponsored major/minor fairs (O, Doh, Choi, Robinett, Eggleston, Lukkarinen)

Macomb Campus Majors/Minors Fair (C, 2/14/22)

QC campus Virtual Majors/Minors Fair (C, 2/21/22)

Transfer Articulation Conference (C, 3/10/22)

Transfer Articulation Conference (C, 10/07/22)

KR 2: identify and initiate correspondence with at least 10 potential interdepartmental transfers each semester (O, Eggleston, Robinett, Lukkarinen, Konitzer)

KR 3: Increase the number of undecided students attending RPTA-hosted events to at five or more at each event (O, Clemens, Eggleston, Robinett)

KR 4: Admit at least 15 interdepartmental transfers by the Fall 2023 semester (I, Konitzer)

7 students Fall 2022 (C)

2 students Spring 2023 (I)

X students Summer 2023 (U)

**7. Coordinate and track intentional recruitment efforts during community engagement**

KR 1: Attend 2022-2023 Western Illinois University Discover Western events and provide departmental major/minor opportunities and career information to high Schools seniors and their families (O, Eggleston, Robinett, Lukkarinen, Doh, Choi, Clemens)

10/10/22 (C)

11/12/22 (C)

12/03/22 (C)

02/20/23 (C)

03/04/23 (C)

03/07/23 (C)

04/22/23 (U)

KR 2: Determine and produce promotional activities that could be utilized with groups at Horn Field Campus by the end of the Spring '23 semester (O, Clemens, Eggleston, Pheiffer, Lukkarinen)

KR 3: Coordinate promotional activities that could be used by faculty/staff facilitating educational experiences at high schools and civic organizations by the end of the Fall '22



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

semester (C, 11/28/22, Cassady, Clemens, Choi, Eggleston, Robinett, Lukkarinen)  
KR 4: Develop and distribute promotional materials that can be used by Advisory Board members and alumni by April '23 (I, Robinett, Lukkarinen)  
KR5: Work with Enrollment Management to integrate Signal Vine to move potential students through the Admissions pipeline during the Fall '22 semester (C, 11/22, Robinett, Lukkarinen)  
This tool was not as successful as we hoped to do to the lack of student cell phone information collected by the University.

8. Foster a sense of community amongst RPTA faculty, staff and students.

KR 1: Create and maintain comfortable student spaces for studying and socializing. (C, 09/12/22, Owens, Eggleston, Piletic, Clemens)

KR 2: Create and host seasonal events with various themes and food. (O, Clemens, Eggleston)

Midterm Potluck (C, 10/13/22)

Chilli Cook Off (C, 11/15/22)

Stretch your pants and share your favorite treats! (C, 12/08/22)

RPTA Fat Tuesday Potluck (C, 02/21/23)

March (U)

April (U)

May (U)

KR 3: Revive the Student Recreation Association to provide learning, socialization and networking opportunities for students. (C, 02/08/23, Owens)

Faculty/Staff Volleyball Match (C, 03/06/23, Owens, Clemens, Lukkarinen, Piletic, Cassady)

Online Activity (U, Owens)

9. Keep current students informed of Department happenings and internship and job opportunities.

Weekly email announcements (O, Robinett)

Updates in Courses (O, RPTA faculty)

Summer Opportunities Fair (O, Owens)

Professional Development Conference (O, RPTA faculty, staff, alumni and partners)

Guest Speakers (O, RPTA faculty, Alumni, Industry Leaders)

Horn Field Campus (O, Pheiffer)

IPRA Conference (O, Owens, Robinett, Lukkarinen)

ACA Conference (O, Owens)

SERR Conference (O, Porter)

10. Complete a Departmental move from Currens Hall to Knoblauch Hall by 5/30/23.

KR 1: Pack up and move departmental documents, computers, employee and students belongings, etc. to new spaces. (U, Faculty and staff)

KR 2: Create a new sense of belonging in the new space. (U, Faculty, staff, students)

KR 3: Upgrade new classrooms to our technology needs. (U, WIU U-tech and Facilities)

KR4: Use this opportunity to rebrand the Department and educate all our constituents of our new location and facilities. (U, Faculty, staff, students)

11. Departmental name change (O, All Faculty and Staff)

KR1: Departmental name change to include Hospitality (I, Faculty, staff and advisory board, faculty emeriti)

KR2: Name change to coincide with departmental move to Knoblauch (U, Faculty and staff)

OKR Status

C = Completed

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

O = Ongoing  
I = In Progress  
U = Upcoming

**\*\*These OKRs are revisited every 30 days for continual updating and addition, which creates a living document with the ability to be added to and modified on a monthly basis\*\***

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

Success will be measured by completion (with specific dates and individuals assigned) and continual progress in each OKR area. A continual re-evaluation and closing of the loop will be undertaken and new OKRs developed.

**10. List major faculty and staff achievements:**

**Faculty and Staff Achievements**

**Broughton**

A practical application of civic learning to include alumni students and communities, (Program ID-99477), for the 2022 Civic Learning and Democratic Engagement Meeting Organized by ADP and NASPA.

Alternative Breaks as a Life-long High Impact Practice, (Program ID-99478), for the 2022 Civic Learning and Democratic Engagement Meeting Organized by ADP and NASPA.

**Cassady**

Updated Servsafe Managers Certification and Proctor Certification

Updated ServSafe Allergen Certification

Updated BASSET Online Alcohol Server Certification

Exceptional Teaching Performance for the past 8 years

WACS Instructor for 19 years

Managing demonstration and corporate kitchens

Catering class (HM 356) prepared 2 etiquette dinners for the department

Catering class prepared Regional Office of Education a boxed lunch for 100

HM 251 Knoblauch Cafe serving face to face meals as well as take out for 2023

Recognized for 20 years of service to WIU

Evaluations:

Chair Evaluation from Michael Lukkarinen Nov. 2022 (5 on a scale of 1-5)

**Choi**

Kim, H. M., Cho, K. H., Choi, Y G., Lee, J., & Hwang, J. (2021) Corporate Social Responsibility reporting in the Casino Industry: A Content Analysis. *Sustainability*, 13(20), 11185.

<https://doi.org/10.3390/su132011185>

Virtual Presentation at Sejong University LINC+

Topic: Understanding US Foodservice industry based on Foodservice Systems Model

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Invited to Distinguished Foodservice lecture series at Sejong University:  
Topic: Total Quality Management (TQM) in the Foodservice System

**Clemens**

Presentations:

NRPA 2022

3rd author on poster presentation, and submission in the book of abstracts

Identifying How COVID-19 Affected Place Attachment of State Park Visitors in Arkansas: A Four Park Pilot Study

TALS 2023

First author presenter

Right to an Equal Education

SERR

Second Author Poster Presentation

Economic Development Around the Custer Gallatin National Forest: A Hikers Case Study

Will be offering First Aid and CPR courses as soon as I can get my hands-on Dummies and AED (trainers). Date to be determined.

**Doh**

Involvement with: Graduate Curriculum Committee, Undergraduate Academic Affairs Committee (UAAC), Summer Stipend Award Committee, Grade Appeal Committee, Phi Kappa Phi, Undergraduate Research Day, board member of the Korea Marketing Management Association, board member of the local Convention and Visitors Bureau, developed 2+2/3 agreements with the School of Hospitality Leadership at the College of DuPage.

**Eggleston**

Students - Assisted in creating the first annual Recreation for ALL - Disabled Athletes in Action in September. This event was held at the student recreation center and was open to the students and public to experience and explore the different aspects of disabled sports. There was experiential learning by trying out different sports, a Q and A with athletes, coaches, paralympics athletes and coaches, and a scrimmage with two great teams.

Participated in the ILRTA Student Networking Opportunity in December which offered 30 students from multi state universities to attend a Q and A panel with 3 different levels of TR practitioners.

Participated in facilitating and assisting with many program opportunities to learn about TR through the collaboration with the McDonough County SRA , The Lamoine Center, and Mosaic.

Ms. Eggleston assisted in creating and facilitating the Recreation for ALL! Disabled Athletes in Action event with Dr. Piletic. She secured agenda and one of the teams and assisted in promoting the event to a successful over 100 people - students and community combined - for the event.

Created and presented the ILRTA Student Networking Opportunity in December with a TR colleague from Aurora University as well as 3 great practitioners from the TR field.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Continued collaboration with the McDonough County SRA and the department by providing internship and volunteer opportunities as well as a quality organization for students to complete their fieldwork experience requirements for the TR courses as well as other majors.

Also, continued collaboration with the Lamoine Center to assist with facilitation of their programming with the TR students to assist in enriching their experiences needed for the field.

Continuing to secure and cultivate relationships with internship agencies and other TR organizations for our students to have as solid resources.

Continuing to collaborate with the community through various community interest groups to promote the RPTA department as well as TR.

Continuing to serve on the Recruitment and Retention Committee and attend as many Discover Western events as possible to promote the department. Also, co-chairing the social committee to bring back the student and faculty monthly social events.

Planning and facilitating the PDC in person this year and creating many opportunities for the alumni to network with the RPTA students who will be attending.

### **McLean**

McLean, R. A. (Newgent), McLean, D. J., & Kress, V. E. (2023). Meaningfulness and selecting clinical mental health counseling as a career: A cross-sectional pilot study of master's students and recent graduates. *The Journal of Humanistic Counseling*, 62, 2– 14.  
<https://doi.org/10.1002/johc.12182>

Abstract entitled "Leisure and the promise of virtuous experience design technology" submitted to the Optimal Experience Special Issue of the Journal of Leisure Research. (Abstract rejected).

Proposal submitted to the Virtues and Vocations - Integrating Virtue Together Workshop sponsored by the Center for Social Concern at University of Notre Dame. (Proposal rejected).

Appointed as a member the Executive Committee of the Experience Research Society (EXPRESSO), a research organization composed of academicians and experience design industry practitioners, the mission of which is "To foster cross-disciplinary collaboration around experiences to create scientific and societal impact".

### **Owens**

Owens, M.H. (2023). Trends in evaluation: What's new, what's changed. Illinois Association of Park Districts/Illinois Park and Recreation Association Soaring to New Heights Annual Conference. Chicago, IL.

Owens, M.H. & Mulvaney, M. (2023). Examining Gen Z, emerging adults summer employment priorities. American Camp Association National Conference Research Symposium. Oral and Poster presentations Orlando, FL.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Owens, M.H. (2023). Shifting and shaking things up: Responding to Gen Z's summer employment priorities. American Camp Association National Conference. Oral presentation Orlando, FL

Dr. Owens was a recipient of a 2022 Community Quality of Life Award for the City of Macomb.

Coordinated the Summer Opportunities Fair

- 120 students attended
- Camp professionals indicated this job fair provides a high-quality experience
- We continuously have WIU students hired by these employers

Dr. Owens does a lot of recruitment during the conferences and have secured multiple internship sites from this conference networking.

Facilitated the following for Students:

- Five students attended the IAPD/IPRA conference
- Three received scholarships from IPRF (Illinois Park and Recreation Foundation)
- Two students attended the ACA (American Camp Association) National Conference
- Student Recreation Society is being restarted
- Student vs. Faculty big volleyball activity
- Will be initiating fundraising efforts to support student conference attendance

### **Piletic**

Award:

2022 Western Illinois University – College of Education and Human Services Award for Excellence in Scholarly/Creative/Performing/Professional Activities

Publication:

Zdroik, J., Veliz, P., & Piletic, C. (2022). Invisible athlete: Understanding the provision of disability sport in the US schools. *Pediatrics*. doi: 10.1542/peds.year-id#

Presentation:

Sullivan, A.C., Piletic, C.K., & Hilgenbrinck, L.C. (2022). National APE TOY's: Bridging the gap between theory and practice. Presentation. virtual July 2022 for National Consortium for Physical Education for individuals with disabilities.

WIU students

RPTA 497 students worked with Macomb Park district to do evaluation of the "Touch a Truck" event hosted in Macomb (veteran's park) October 2022.

RPTA 497 (Spring 2023) students working with (a) Justin Schuch (WIU enrollment management offices conducting evaluations and/or needs assessment of WIU online students; Dr. Tim Piper (Kinesiology) conducting summative evaluation of the American Drug Free Powerlifting Federation competition hosted in Brophy gym on March 4; and Julie Eggleston (McDonough County Special Recreation Association and RPTA) two-folded project to examine program participants' perceptions of MCSRA programs.

Adapted Activities for All Program. Fall 2022 – 25 WIU students from various departments (RPTA, KIN, SPA, Music Therapy, and teacher education provided physical activity programs for the

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

WCISEC students at Bushnell Middle school and Bushnell elementary school. Built not only on getting hands-on experience with students with disabilities but also encouraged collaboration of students across majors as they plan and implement the physical activities.

Adapted Activities for all Program – Spring 2023 – 45 students from various departments (adding in psychology, education studies, communication, and music education with the other departments mentioned above all working together out at the schools but also were able to provide the programming to 12 students with disabilities from Bridgeway on campus in Brophy gym.

Recreation for All Event hosted for the first time Fall 2022. A day event of disability sport activities for students and community members to attend. Included opportunities for students to participate in wheelchair basketball, sit volleyball, and goalball. In addition, a panel discussion with elite college disabled athletes and former paralympic athletes and coaches was held. Hosted an exhibition wheelchair basketball game with athletes from University of Illinois wheelchair basketball team and wheelchair athletes from the Lincolnway Special Recreation Association. The event was developed by students in the Disability sport class (RPTA 493) of Spring 2022 and they students all returned in the fall to actually host the event. Julie Eggleston partnered with Dr. Piletic and the students in the RPTA 493 course.

### **Porter**

Porter, R. & McIlvaine-Newsad, H. (2022). 'If I get Corona, I get Corona': COVID-19 protocols and beach tourism in Pinellas County, Florida. *Leisure/Loisir*. DOI: 10.1080/14927713.2022.2157320

Fleming, E., Pelo, D., & Porter R. (2023 March). Case Study of Visitor Impact in a Regional Forest Preserve. Southeastern Environment and Recreation Research Conference. Asheville, NC.

Scholarship/Service to the field:

Rob Porter is serving on the PhD committee for Brian Loverjoy ('19). Doctoral Dissertation (In Progress). *Kicking Grass* (Lawn Alternatives) and *Taking Names* (Ethnographic Interviews). Northwestern University.

Mentored Katie King ('18) into acceptance at NC State for her PhD. She has been selected for a graduate assistantship and was awarded a Recruiting Incentive Fellowship as well.

Internal Scholarship/Mentoring

Supervising Emma Fleming's thesis. Fleming, E. Master's Thesis (In Progress). *Impacts of Resort Expansion and Condominium Development on Residents of St. Pete Beach, Florida*. WIU-RPTA. Service to the Field/Community: Audubon Society Board Member (2023- Present).

### **Robinett**

Chapter accepted in a textbook that will be published soon. The textbook: *Thoughts/Reflections on leisure: A reader for the 21st century*.

Hollman, A.W., Hicks, J., Robinett, J. (2022). Tenuous Time Toward Tenure at Teaching Institutions. *SCHOLE: A journal of Leisure Studies and Recreation Education*, 37(2), 55-69. DOI.10.1080/1937156X.2021.1923380

Co-chair for the WIU Athletics Strategic Planning Committee.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Strategic planning committee member for ODES/CITR.

Recipient of the Provost Award for Academic Excellence 2021-2022 in University/Community Service.

**Pheiffer**

**HORN FIELD CAMPUS**

Post-pandemic society saw a need for group outings again and Horn was here to serve. More than sixty groups visited between May and December of 2022 to participate in unique programs that support leadership and group development surrounded by nature. Half of these groups involved WIU students, faculty and staff from various academic departments, student organizations, and athletic teams. Our other visitor groups included sports teams, FFA groups, Scout groups, and students from other institutions of higher education visiting from the Macomb/QC region and the Chicago suburbs.

Reservations are returning steadily for summer and fall 2023 with many groups returning. We are also attracting many new user groups from within and outside of WIU for the Horn experience which supports recruitment and retention efforts.

Horn hosted a fall WIU LIFE (Learning is ForEver) class, Hike and Learn about Natural Resource Management at Horn Field Campus. It consisted of a walkabout at Horn to learn more about the natural resource management (NRM) practices which, with the efforts of many students, faculty, friends and volunteers over the past fifteen years, who have helped to preserve this local treasure.

Horn Field Campus held its ribbon cutting and donor recognition event for the Lupton Outdoor Education Building project, Phase I, on October 21, 2022. Approximately 70 attended including President Huang, Provost Zohgi, Mayor Inman, BOT chair Doug Shaw and members Carin Stuts, Polly Radosh, along with other campus dignitaries and most of the major donors. This event was also a reunion for the first semester-long EE (expedition experience) class, started by Dr. Lupton in 1976.

Phase Two of the Lupton building project is in the works which includes a restroom addition for our outdoor guests. Fundraising efforts are on-going. Also plans are in the works to enhance the internet capability in the Lodge which will offer better access for classes and retreats.

The Environmental Service Club (ESC) has maintained its status as a recognized WIU student organization and continues to be involved in campus and community clean ups. A former ESC president and WIU alumna who is involved with Keep Nature Wild has partnered with the current ESC group to hold an Earth Day 2023 clean up event at Spring Lake.

The spring semester consists of challenge course staff recruitment and training and facility maintenance. Several students in Greek organizations and classes utilize Horn for required service hours which gives us more hands to do heavy work and also exposes more students to Horn Field Campus. Horn continues to serve as a classroom for RPTA 249, 340 and 449, and also partners with other departments, such as Forestry, to share in service and training opportunities. There is a continual need to provide natural resource management tasks and projects at Horn, and the challenge course, as it ages, continues to require additional repairs and maintenance to pass its annual inspection by Experiential Systems, Inc.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Large group highlights: The FFA Section XI Forestry Competition and Leadership Training day was hosted at Horn in the fall with more than 100 regional high school students and teachers in attendance. Horn was also the host site for the Fall Student Leadership Retreat cohosted with the Office of Student Engagement, and an upcoming field trip is scheduled for approximately 300 sixth graders from Galesburg in May.

### **Students**

Fleming, E., Pelo, D., & Porter R. (2023 March). Case Study of Visitor Impact in a Regional Forest Preserve. Southeastern Environment and Recreation Research Conference. Asheville, NC.

Emma Fleming will be starting her thesis data collection March 13-17. The working title of her thesis is Impacts of Resort Expansion and Condominium Development on Residents of St. Pete Beach, Florida. The study examines perceptions of business owners and local residents toward the development of a major resort and condominium complex. Between the two, is an historic district that will undoubtedly be affected. The purpose of the study is to identify initial perceptions of the development that will later contribute to a longitudinal ethnographic study of the historic district.

Like Robin of Locksley (aka Robin Hood) who gave back to his community (albeit what some might consider in slightly unscrupulous ways), Peace Corps Programs at Western Illinois Fellow and WIU Recreation, Park and Tourism Administration Graduate Student Sir Jason "Rok" Locksley (he has been knighted by the Order of Braşov) has made it his mission to give back to his "adopted" home community of Macomb during his time at WIU, but in a far more lawful manner than Sir Robin of Locksley. Working with, and for, the Macomb Park District, Sir Rok has made his mark in Macomb. And it all started with a career fair. After completing his first service as a Peace Corps volunteer in the Republic of Moldova, Locksley, who hails from a small community in the Appalachians highlands, became a recruiter for the Peace Corps in Chicago, and his territory for recruiting the next generation of Peace Corps volunteers included WIU. The fall career fair on the Macomb campus brought him to our campus in 2008.

Read more about Rok's incredible contributions to WIU and the Macomb community and his interesting life at [bit.ly/WIURokLocksley](http://bit.ly/WIURokLocksley).

Congratulations to Haley Heeren, overall top female finisher, and all the RPTA students, faculty, and alumni who participated in the Fallen Soldier 5K which raised more than \$22,000 for the WIU Fallen Soldiers Scholarship Fund.

Five students attended the IAPD/IPRA conference

Three received scholarships from IPRF (Illinois Park and Recreation Foundation)

Two students attended the ACA (American Camp Association) National Conference  
Student Recreation Society is being restarted

- Student vs. Faculty big volleyball activity

Will be initiating fundraising efforts to support student conference attendance

### **11. List major student achievements and recognitions:**

Fleming, E., Pelo, D., & Porter R. (2023 March). Case Study of Visitor Impact in a Regional Forest Preserve. Southeastern Environment and Recreation Research Conference. Asheville, NC.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Chairs/Directors**  
**Academic Year 2022–2023**

**Due to Dean's Office: April 14, 2023**

Emma Fleming will be starting her thesis data collection March 13-17. The working title of her thesis is Impacts of Resort Expansion and Condominium Development on Residents of St. Pete Beach, Florida. The study examines perceptions of business owners and local residents toward the development of a major resort and condominium complex. Between the two, is an historic district that will undoubtedly be affected. The purpose of the study is to identify initial perceptions of the development that will later contribute to a longitudinal ethnographic study of the historic district.

Five students attended the IAPD/IPRA conference

Three received scholarships from IPRF (Illinois Park and Recreation Foundation)

Two students attended the ACA (American Camp Association) National Conference

Student Recreation Society is being restarted

- Student vs. Faculty big volleyball activity

Will be initiating fundraising efforts to support student conference attendance

**12. List alumni activities:**

1. IPRA Alumni and Friends Social.
2. RPTA Professional Development Conference.
3. Chair newsletters and quarterly updates.
4. Birthday Greetings.
5. Advisory Board.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

## **College of Fine Arts and Communication**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Deans will describe what is unique about their College, document progress on enrollment, program development, and faculty development; document and develop recruitment and retention initiatives; and, finally, record and celebrate faculty, staff, and student successes and achievements.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

**1. What is unique and special about your College?**

The primary focus of the College of Fine Arts and Communication is to provide exposure to and training for artists, professionals, and scholars. Students will comprehend the complexity of visual and performing arts, communicative arts and sciences, and interactive media through the study and applications of the aesthetics, creativity, history, and theories. The College showcases the various modes of expression that define communication and the arts, serving as a major cultural center for the region as it seeks to educate both the campus and community in how the arts and communication serve, inform, and contribute to the totality and quality of life. We also encourage and nurture continued faculty growth as artists, scholars, and teachers. The College is committed to expanding recruitment/retention activities and enrollment for our programs through participation in Discover Western and WIU admissions activities, visits to area high schools, colleges, and universities, and conducting individual meetings and virtual events with prospective students and parents. The College is also committed to utilizing online and social media marketing tools in an effort to community/regional schools, art organizations, museums, clinics, retirement homes, and hospitals to expand our mission throughout the Macomb community and Western Illinois. All of our programs, students, and faculty make an impact in the community. With the construction of the Center for Performing Arts, synergies between the community, university and the region, and a renewed belief in how the Arts Matter, COFAC has proven time and again to be one of the showcase units at WIU.

**2. Enrollment growth possibilities in your College**

*Include in this description, where possible, market data, audience profiles, national trends, employment data, and other indicators of market potential.*

Arts Leadership degree. The Department of Theatre and Dance has been working on establishing a degree option within the Master of Fine Arts (MFA) program. We feel the degree will provide another unique curriculum offering in the college. Students will have opportunities to hone their skills in the COFAC Recital Hall and the WIU Center for Performing Arts.

Bachelor's Degree in American Sign Language. Our rapidly growing minor in ASL has shown that the need is ample in our region for a full degree in American Sign Language.

Clinical Doctorate for Audiology (Au.D.). The Speech Pathology and Audiology department's hearing clinic has continued to be vital to the stability of the undergraduate majors and graduate students. Revising the audiology graduate program will increase the services that the department can provide to the local community. Students who graduate from the undergraduate program will have the option of applying for the M.S. in Speech Pathology, the clinical doctorate in Audiology, and/or dual-certification. These types of options are excellent for recruiting and retaining students.

Students who successfully complete the degree will be eligible for state licensure and depending on their completed degree, Certificate of Clinical Competence (CCC/A). After completion of the AuD program at WIU, students would be prepared to enter the healthcare profession to provide patient-centered care in prevention, identification, diagnosis, and evidence-based treatment of hearing, balance, and other auditory disorders for people of all ages. Students earning the degree will be able to seek jobs in hospitals, schools, university clinics, nursing homes, private practice, industry, and many other employment settings. According to the U.S. Bureau of Labor Statistics (BLS) projections (2016), the number of employed audiologists will increase 20% before 2026. This rate is notably faster than the 7% average growth rate for all occupations.

With the construction and completion of the Center for Performing Arts, The School of Music and the Department of Theatre and Dance have a once in a lifetime opportunity for growth. With support from enrollment management, all areas within the college can benefit from this new exposure, as well

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

as the university as a whole. We are proud to be leaders in the effort to remind all that this university is growing.

### **3. Barriers to growth in your College**

Loss of Talent Grant/Tuition Waiver funds. The allotment of these funds for our programs has been cut every year. Those funds assist in recruiting quality students. These reductions have impacted our programs ability to remain competitive with other institutions in the state. Competition for talented arts students continues to grow. Just like a talented quarterback or lineman for football, a talented trumpeter has multiple college offers to weigh. We do not have to be the highest offer, (though we do need to be competitive) but we have to be the best. We have a rich tradition of success and professionalism in our arts programs, but we cannot falter in striving for the best talent as well. Cutting student support while putting \$120 million into the Center for Performing Arts seems counter-intuitive. We continue to find creative ways to support our students, but we need support from the institution as well.

Rising cost of graduate assistantships. The amount of funding for our graduate assistants needs to be adjusted for the increase in minimum wage rates. Otherwise, we will have fewer dollars to award and attract quality graduate students.

Competitive faculty salaries. Some of our faculty have valuable professional experience in their fields. It has been difficult to hire and keep some faculty, especially those who are hired at the temporary, Unit B faculty salary levels. We spend an extraordinary amount of time and money on searches for these positions only to have a number of them stay a year or two.

The need for facility and equipment upgrades. A lack of repairs and improvements to facilities, especially impacting our accredited programs, have impacted recruiting efforts and the quality of the educational experience for our students. These facility impairments also make our reaccreditation efforts extremely challenging.

### **4. Enrollment**

*Institutional Research will create a "College Profile" for Deans and Chairpersons/Directors. Please note that most information can be found in the Fact Book. Include the following:*

- a. *5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in your College*
- b. *5 years of headcount enrollment by race/ethnicity, gender, and country of origin*
- c. *5 years total credit hour production by Department/School*
- d. *Identify faculty-student ratio by College and Department/School, with explanation of disciplinary norms*

- a. 5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in college

New Freshmen

|      |     |
|------|-----|
| 2018 | 78  |
| 2019 | 96  |
| 2020 | 116 |
| 2021 | 81  |
| 2022 | 113 |

New Transfers

|      |    |
|------|----|
| 2018 | 68 |
| 2019 | 79 |
| 2020 | 58 |
| 2021 | 55 |
| 2022 | 50 |

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

**New Graduate\***

|      |    |
|------|----|
| 2018 | 53 |
| 2019 | 50 |
| 2020 | 77 |
| 2021 | 56 |
| 2022 | 49 |

\*The Theatre Arts MFA performance program brings in a 3-year cohort. 2022 is a graduation year and 2023 will start a new class.

**Continuing Undergraduate and graduate students**

|      | UG  | Grad | Total                            |
|------|-----|------|----------------------------------|
| 2018 | 673 | 134  | 807                              |
| 2019 | 664 | 133  | 797                              |
| 2020 | 657 | 153  | 810                              |
| 2021 | 569 | 154  | 723                              |
| 2022 | 543 | 146  | 689 (including 14 second majors) |

b. 6 years of headcount enrollment by race/ethnicity, gender, and country of origin

**College of Fine Arts & Communication**

| Fall Term    | International | American   |          |           |           |          | Pacific    |           | Two or More | Unknown    | Male       | Female     | Total |
|--------------|---------------|------------|----------|-----------|-----------|----------|------------|-----------|-------------|------------|------------|------------|-------|
|              |               | Black      | Indian   | Asian     | Hispanic  | Islander | White      |           |             |            |            |            |       |
| <b>2017</b>  |               |            |          |           |           |          |            |           |             |            |            |            |       |
| Undergrad    | 9             | 193        | 2        | 8         | 56        | 1        | 437        | 27        | 7           | 336        | 404        | 740        |       |
| Graduate     | 12            | 10         | -        | -         | 8         | -        | 113        | 2         | 3           | 49         | 99         | 148        |       |
| <b>Total</b> | <b>21</b>     | <b>203</b> | <b>2</b> | <b>8</b>  | <b>64</b> | <b>1</b> | <b>550</b> | <b>29</b> | <b>10</b>   | <b>385</b> | <b>503</b> | <b>888</b> |       |
| <b>2018</b>  |               |            |          |           |           |          |            |           |             |            |            |            |       |
| Undergrad    | 10            | 168        | -        | 6         | 54        | 1        | 407        | 19        | 8           | 287        | 386        | 673        |       |
| Graduate     | 15            | 5          | -        | 1         | 6         | -        | 100        | 4         | 3           | 47         | 87         | 134        |       |
| <b>Total</b> | <b>25</b>     | <b>173</b> | <b>-</b> | <b>7</b>  | <b>60</b> | <b>1</b> | <b>507</b> | <b>23</b> | <b>11</b>   | <b>334</b> | <b>473</b> | <b>807</b> |       |
| <b>2019</b>  |               |            |          |           |           |          |            |           |             |            |            |            |       |
| Undergrad    | 8             | 149        | 1        | 11        | 58        | 1        | 400        | 25        | 11          | 288        | 376        | 664        |       |
| Graduate     | 13            | 9          | -        | 1         | 5         | -        | 99         | 3         | 3           | 52         | 81         | 133        |       |
| <b>Total</b> | <b>21</b>     | <b>158</b> | <b>1</b> | <b>12</b> | <b>63</b> | <b>1</b> | <b>499</b> | <b>28</b> | <b>14</b>   | <b>340</b> | <b>457</b> | <b>797</b> |       |
| <b>2020</b>  |               |            |          |           |           |          |            |           |             |            |            |            |       |
| Undergrad    | 6             | 164        | -        | 9         | 61        | -        | 380        | 26        | 11          | 285        | 372        | 657        |       |
| Graduate     | 8             | 10         | -        | 1         | 6         | 1        | 120        | 3         | 4           | 62         | 91         | 153        |       |
| <b>Total</b> | <b>14</b>     | <b>174</b> | <b>-</b> | <b>10</b> | <b>67</b> | <b>1</b> | <b>500</b> | <b>29</b> | <b>15</b>   | <b>347</b> | <b>463</b> | <b>810</b> |       |
| <b>2021</b>  |               |            |          |           |           |          |            |           |             |            |            |            |       |

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

|              |           |            |          |           |           |          |            |           |           |            |            |            |
|--------------|-----------|------------|----------|-----------|-----------|----------|------------|-----------|-----------|------------|------------|------------|
| Undergrad    | 7         | 127        | 1        | 10        | 47        | 1        | 338        | 26        | 12        | 237        | 332        | 569        |
| Graduate     | 19        | 10         | -        | 1         | 6         | -        | 110        | 4         | 4         | 65         | 89         | 154        |
| <b>Total</b> | <b>26</b> | <b>137</b> | <b>1</b> | <b>11</b> | <b>53</b> | <b>1</b> | <b>448</b> | <b>30</b> | <b>16</b> | <b>302</b> | <b>421</b> | <b>723</b> |

| Fall Term    | International | Black      | Indian   | Asian    | Hispanic  | Islander | White      | More      | Unknown   | Male       | Female     | Total      |
|--------------|---------------|------------|----------|----------|-----------|----------|------------|-----------|-----------|------------|------------|------------|
| <b>2022</b>  |               |            |          |          |           |          |            |           |           |            |            |            |
| Undergrad    | 9             | 193        | 2        | 8        | 56        | 1        | 437        | 27        | 7         | 336        | 404        | 740        |
| Graduate     | 12            | 10         | -        | -        | 8         | -        | 113        | 2         | 3         | 49         | 99         | 148        |
| <b>Total</b> | <b>21</b>     | <b>203</b> | <b>2</b> | <b>8</b> | <b>64</b> | <b>1</b> | <b>550</b> | <b>29</b> | <b>10</b> | <b>385</b> | <b>503</b> | <b>888</b> |

c. 5 years total credit hour production by department

| COLLEGE AND DEPARTMENT               | FY2018 | FY2019 | FY2020 | FY2021 | FY2022<br>Not Available in<br>Fact Book 2022-<br>2023 |
|--------------------------------------|--------|--------|--------|--------|-------------------------------------------------------|
| <b>FINE ARTS &amp; COMMUNICATION</b> | 28,882 | 27,361 | 25,368 | 25,805 |                                                       |
| Art & Design                         | 4,252  | 3,812  | 3,430  | 3,380  |                                                       |
| Broadcasting & Journalism            | 3,483  | 2,893  | 2,527  | 2,461  |                                                       |
| Communication                        | 9,032  | 8,739  | 8,011  | 7,991  |                                                       |
| Museum Studies                       | 583    | 499    | 448    | 462    |                                                       |
| School of Music                      | 6,366  | 5,909  | 5,770  | 6,412  |                                                       |
| Speech Pathology & Audiology         | 1,952  | 2,035  | 2,121  | 2,285  |                                                       |
| Theatre & Dance                      | 3,214  | 3,474  | 3,331  | 2,814  |                                                       |

d. Identify faculty-student ratios by college and department, with explanation of disciplinary norms.

Faculty-student ratios in COFAC can vary, due to disciplinary norms and accreditation requirements.

NASAD Accredited requirements call for enrollment thresholds in some Art and Design studio courses to be 8 students for undergraduate courses and 5 students in graduates classes. Due to the unique nature of these courses, smaller ratios are needed in order to facilitate more individualized instruction. Individual interaction allows for immediate feedback encouraging student participation, supporting individual learning, and honing technical skills.

BC&J courses involving hands-on instruction in video, news and sports production are smaller.

Many SOM applied study courses also have smaller faculty-student ratios due to the unique nature of individualized and group instruction in these courses per NASM.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

The Museum Studies graduate program also has moderate ratios, which allow students to receive individual attention from faculty. This individual attention allows for immediate feedback encouraging student participation, supporting individual learning, and honing technical skills.

SPA courses involving faculty supervision of students conducting client diagnostic and screening also limit ratios due to ASHA national accreditation requirements.

NAST requires enrollment thresholds in dance technique or applied theatre classes to be 8 students for undergraduate courses and 4 for graduate courses.

## **5. Degrees conferred**

*Include the following:*

- a. *Total number of degrees conferred for most recent academic year*
- b. *Total number of degrees conferred for most recent academic year per department and/or program*
- c. *Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin*

- a. Total number of degrees conferred 2022: 140 UG, 50 Grad
- b. Total number of degrees conferred per department and/or program

|                           |    |
|---------------------------|----|
| Undergraduate             |    |
| Art & Design              | 13 |
| Broadcasting & Journalism | 31 |
| Communication             | 43 |
| Music                     | 19 |
| Speech Path & Aud         | 20 |
| Theatre & Dance           | 14 |

|                  |    |
|------------------|----|
| Graduate         |    |
| Communication    | 3  |
| Museum Studies   | 14 |
| Music            | 17 |
| Speech Pathology | 15 |
| Theatre          | 1  |

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

COLLEGE OF FINE ARTS & COMMUNICATION

Undergraduate Degree Programs

|                                            | International | Black     | Indian | Asian    | Hispanic  | White     | Pacific  |          | 2 or more | MALE TOTAL | FEMALE TOTAL | TOTAL      |
|--------------------------------------------|---------------|-----------|--------|----------|-----------|-----------|----------|----------|-----------|------------|--------------|------------|
|                                            |               |           |        |          |           |           | Islander | Unknown  |           |            |              |            |
| Art & Design                               |               | 1         |        |          | 1         | 11        |          |          |           | 1          | 12           | 13         |
| B.A. in Art                                |               | 1         |        |          | 1         | 6         |          |          |           | 1          | 7            | 8          |
| Bachelor of Fine Arts in Art               |               |           |        |          |           | 5         |          |          |           |            |              | 5          |
| Broadcasting & Journalism                  |               | 14        |        |          | 1         | 13        |          |          | 3         | 22         | 9            | 31         |
| B.A. in Broadcasting                       |               | 3         |        |          |           |           |          |          |           | 2          | 1            | 3          |
| B.A. in Broadcasting & Journalism          |               | 10        |        |          | 1         | 13        |          |          | 3         | 20         | 7            | 27         |
| B.A. in Journalism                         |               | 1         |        |          |           |           |          |          |           |            | 1            | 1          |
| B.A. in Communication                      |               | 10        |        |          | 7         | 24        |          |          | 2         | 22         | 21           | 43         |
| B.M. in Music                              |               | 2         |        | 2        | 1         | 11        |          |          | 3         | 6          | 13           | 19         |
| B.S. in Speech Pathology & Audiology       |               |           |        |          | 4         |           |          | 1        | 1         | 1          | 19           | 20         |
| Theatre & Dance                            |               | 2         |        |          | 1         | 10        |          |          | 1         | 6          | 8            | 14         |
| B.F.A. in Musical Theatre                  |               |           |        |          |           | 9         |          |          | 1         | 4          | 6            | 10         |
| B.A. in Theatre                            |               | 2         |        |          | 1         | 1         |          |          |           | 2          | 2            | 4          |
| <b>TOTAL FINE ARTS &amp; COMMUNICATION</b> |               | <b>29</b> |        | <b>2</b> | <b>15</b> | <b>83</b> |          | <b>1</b> | <b>10</b> | <b>58</b>  | <b>82</b>    | <b>140</b> |

Graduate Degree Programs

|                                        |          |          |  |          |          |           |  |          |          |           |           |           |
|----------------------------------------|----------|----------|--|----------|----------|-----------|--|----------|----------|-----------|-----------|-----------|
| M.A. in Communication                  | 3        |          |  |          |          |           |  |          |          | 1         | 2         | 3         |
| Museum Studies                         |          |          |  |          |          | 12        |  | 1        | 1        | 7         | 7         | 14        |
| M.A. in Museum Studies                 |          |          |  |          |          | 11        |  | 1        | 1        | 6         | 7         | 13        |
| PBC in Museum Studies                  |          |          |  |          |          | 1         |  |          |          | 1         |           | 1         |
| M.M. in Music                          |          |          |  | 1        | 2        | 13        |  | 1        |          | 12        | 5         | 17        |
| M.S. in Speech Pathology               | 1        | 1        |  |          |          | 13        |  |          |          |           | 15        | 15        |
| M.F.A. in Theatre                      |          |          |  |          |          | 1         |  |          |          | 1         |           | 1         |
| <b>TOTAL FINE ARTS &amp; COMMUNICA</b> | <b>4</b> | <b>1</b> |  | <b>1</b> | <b>2</b> | <b>39</b> |  | <b>2</b> | <b>1</b> | <b>21</b> | <b>29</b> | <b>50</b> |

c.

## 6. Retention of students

List retention initiatives for the following:

- a. Current students
- b. Transfer students

The College of Fine Arts and Communication prides itself in our retention initiatives. Year after year we tend to hold the highest or close to highest retention rates across the university

See COFAC Attachment #1

See COFAC Attachment #2

See COFAC Attachment #3

## 7. Recruitment of students

List recruitment initiatives for the following:

- a. First-year students
- b. Graduate students

The College of Fine Arts and Communication also prides itself in our recruitment initiatives. In a highly competitive marketplace, COFAC must continue to raise the bar on recruitment.

Partnering with Admissions and Enrollment Management would assist us greatly in our pursuit of talented, exceptional students in the arts and communication fields.

See COFAC Attachment #1

See COFAC Attachment #2

See COFAC Attachment #3

## 8. Recruitment and retention of faculty and staff

Describe the following:

- a. Initiatives to retain faculty and staff

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

*b. Plans to hire faculty and staff*

While budget constraints always come into play in the search request process, the college is committed to filling critical positions while leaving empty lines where we can. As a vital team plays at the university, COFAC understands the need to be fiscally responsible in an effort to keep the university headed in the right direction. As we have shown time and again, COFAC is one of the colleges committed to returning funds and lines where possible.

As we recruit for fewer positions, excellence, diversity and need are critical for our continued success as a college. We strive to ensure all of our searches are thorough, allowing for the top candidates to reach the finalists level. We have to be great to be relevant. COFAC has always had a search and screen policy and will be revising it later this summer, in order to best serve all our areas as well as the university.

In terms of retention, the deans are actively committed to illustrate support through attendance at numerous departmental events and meeting individually with faculty.

Our faculty peer mentoring program was shelved for a year due to the shift in personnel at the dean level. This coming year we will revise and activate this program again. These peer mentoring sessions will cover relevant topics for both new and tenured faculty.

## **9. Courses**

*Include the following:*

- a. Total number of general education courses*
- b. Total number of FYE courses*
- c. Total number of major courses*
- d. Total number of independent study, internship, and other courses*
- e. Total number of graduate courses*
- f. Number of courses offered through Macomb campus*
- g. Number of courses offered through QC campus*
- h. Number of courses offered through Online campus*

- a. 199 total general education courses (67/52/0) FS22/SP23/SUM22
- b. In 2022-2023 COFAC offered 11 FYE courses
- c. 938 (430/429/79) total number of major courses
- d. 72 (27/27/22) total number of independent study, internship, and other courses
- e. 253 (117/111/25) total number of graduate courses
- f. 1012 (468/472/72) number of courses offered through Macomb campus
- g. 23 (14/13/5) number of courses offered through QC campus
- h. 101 (42/37/22) number of courses offered through Online campus

## **10. Number of new and revised academic programs**

*Include the following:*

- a. New major options (include audience for the program and aspect of mission served by the program)*
- b. New minors (include audience for the program and aspect of mission served by the program)*
- c. New certificates, emphases, or other (include audience and aspect of mission served)*

No major or revised academic programs. Changes were minor and were at the course and program level. Art and Design is in the process of adding the MAT option (alternative licensure in teaching)

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

All programs will be looking at curricular review in line with the Strategic Planning Process in each area. Speech Pathology revised their curriculum recently especially on the graduate level to reflect the reality of the summer clinical program. This brought about a better structure and a more accurate reflection of tuition for summer.

## **11. Eliminated academic programs**

*List eliminated majors, minors, other*

N/A

## **12. Faculty activities**

*Include the following:*

- a. Achievements*
- b. Professional development*
- c. Outreach and significant service*
- d. Research (books, articles, conference presentations, other)*

### **ART AND DESIGN**

#### **Czechowski, Susan -**

- Elected to the Southern Graphics Council International (SGCI) Board and is serving has the organizations Treasurer.
- Equinox, Western Illinois University Art Gallery, Macomb, Illinois (small group show)

#### **Holz, Keith -**

- Invitation from *Austrian History Yearbook* (Cambridge University Press) accepted in August 2022 to review Charles Dellheim. *Belonging and Betrayal: How Jews Made the Art World Modern*. Waltham, MA: Brandeis University Press, 2021. (653 pp., in progress, not yet credited)
- "Kokoschka views the new world order from postwar London (1945-1951)," in: *Sites of Interchange: Modernism, Politics, and Culture in Britain and Germany, 1919-1951*," edited by Robin Reisenfeld and Lucy Wasensteiner. Series "German Visual Culture," edited by Christian Weikop. New York and Frankfurt: Peter Lang Verlag, January 2022, 283-302. ca. 5,200 words.
- "Oskar Kokoschka's American Campaign," in *Oskar Kokoschka: New Insights and Perspectives*, edited by Régine Bonnefoit and Bernadette Reinhold. Berlin: deGruyter Verlag, October 2021, 168-203. ca. 6,300 words (each English and German)

#### **Howard, Bill -**

- 2022 Summer Stipend Award
- Macomb Beautiful Gelsosomo's mural - facilitated, designed, painted, and supervised.

#### **Knavel, Jenny -**

- *The Floating World*, Joe McCauley Gallery, Heartland CC, Normal, IL (4-person invitational)
- *Nature of Hackmatack Art Show*, 10<sup>th</sup> Anniversary Celebration, The Dole, Crystal Lake, IL
- *Equinox*, Western Illinois University Art Gallery, Macomb, IL (3-person show)
- *Midwest Views*, Wisconsin Museum of Quilts and Fibers, Cedarburg, WI (group show)

#### **Ta-Teh Ku -**

- Performing Art Society Grant for Community Art Program, 12<sup>th</sup> Award, WIU PAS, Macomb, IL

#### **Lindquist, Sherry -**

- Kress Subvention grant from the Renaissance Society of America, \$3000
- "Political, Artistic, and Existential Borders in the Hours of Thomas Butler," Leeds International Medieval Congress, 2022. Session: "Transgression and Conflict in Multi- Text Manuscripts," organized by Mary Bateman.

#### **Oursler, Duke -**

- Collaborated with Modelo USA, created artwork for Midwest city inspired glassware, Chicago, IL
- Commission Concrete Inlay Pavers, Suwanee GA, City Amphitheater

#### **Shelly, Ian -**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- Shapes of Influence, National Juried Exhibition, Springfield, Illinois - Juror: Jennifer Holt
- Partners in Art, Local Invitational, Macomb, IL
- Small Works, Invitational Exhibition, Rushville, IL
- DelectTABLE - The Fine Art of Dining: Sixth Biennial National Functional Ceramics Exhibit, National Juried Exhibition, Denver, CO - Juror: Andrew Clark
- Down on Paper, National Juried Exhibition, Pittsburgh, PA
- Impressions - The art of the Print, National Juried Exhibition, Tubac, AZ - Juror: Jennifer Clarke
- The Unknown Nature of Being, National Juried Exhibition, Tubac, AZ - Juror: Josh Goldberg
- Innovations in Printmaking and Mixed Media, National Juried Exhibition, Denver, CO- Juror: Mellanie Yazzie
- Dirty South Mug Competition, National Juried Exhibition, Alexandria, LA - Juror: Renee LoPresti
- Modern Craft, National Juried Exhibition, Indianapolis, Indiana
- Light & Shade, International Juried Exhibition, Las Laguna Gallery (Online)

**Waldrop, Tim -**

- "Close to Home" Solo Exhibition, University Art Gallery, WIU, Macomb, IL

**BROADCASTING & JOURNALISM**

- Academic Advisor Jennifer Grimm continues to guide students across our major, providing them with a keen understanding of existing requirements and degree paths, in ways that help students progress from where they are in college to where they wish to be in the professional world.
- Instructor and Chief Broadcast Engineer Ken Clayton helps the technical elements of the news and sports broadcasting programming run smoothly, with a close eye toward creative solutions in a variety of situations.  
Professor Will Buss is guiding students as adviser to both the Western Courier newspaper and 88.3 The Dog radio station. He looks for ways to help students apply the lessons they learn in the classroom to hands on campus media scenarios.
- Dr. Eun Go is working on a variety of departmental committees, especially to guide assessment and future planning processes. Her efforts are helping show a way to both streamline and refine curriculum, identifying linkages between courses.\*
- Dr. Jessica Martin's students are actively engaged in the production of "Live at Four" a live weekly newscast that takes place on the third floor of Sallee Hall on the Macomb campus. Students take charge of the entire production process, handling both behind the camera and in front of the camera, roles.
- Professor Pechulano Ngwe Ali's BCJ 200: AP News Writing and Reporting class recently went on a field trip around campus to learn about reporting community issues. Their work featured a suicide prevention campaign by an organization called Active Minds (which is seeking to 'Send Silence Packing'), in partnership with the Counseling Center at WIU.
- Professor Quintin "Q" Parker continues to guide students on the field and in the classroom across sports broadcasting and production courses. He is particularly engaged in encouraging students to try out new (to them) roles, either in front of or behind the camera, as the case may be. His students are also actively producing the Leatherneck Insider on the 3rd floor of Sallee Hall.
- Dr. Yong Tang continues his engaged teaching and broad service efforts. Recently, he led his Mass Media Law students through an engaging moot court exercise. Students assumed the roles of famous media law court case characters and Dr. Tang even donned a judge's attire for the occasion.
- Office Manager Kelsey Ault continues to provide vital assistance to department colleagues and the department chair as BCJ works to understand the past, embrace the present and work toward the future.
- Department Chair Dr. Peter Gloviczki recently had four short essays accepted for

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

publication in scholarly journals. These new writings explore the relationship between the self and the social in a media context. They are forthcoming in *Qualitative Inquiry*; *Critical Studies/Cultural Methodologies*; *The International Review of Qualitative Research* and *Journal of Autoethnography*

### **COMMUNICATION**

Department of Communication faculty published six articles/books over the past year, made six presentations to regional and national conferences, and engaged in the delivery of thirteen professional workshops. Additionally the following faculty/staff achievements are noteworthy:

- Dr. Chris Carpenter was named to a national list of the top 1 percent of academic publishers in Communication research.
- Assistant Professor Stacey Macchi conducted four training and development workshops at the Illinois Emergency Management Training Summit in Springfield, IL.
- The Department of Communication at Western Illinois University was named the recipient of the 2022 National Communication Association's Rex Mix Program of Excellence Award.
- Dr. Danyang Zhao delivered the annual Thompson Lecture with her presentation on "Media 'Therapy' and Growth Durring the Pandemic: Exploring the Associations Between Media Use, Resilience, and Post-Traumatic Growth."
- Assistant Professor Stacey Macchi gained status as a Nationally Certified Online Profile Expert (NCOPE) through the National Resume Writers' Association (NRWA).
- Dr. Josh Averbeck received the Top Paper Award from the Strategic and Applied Communication Interest Group of the Central States Communication Association for his paper "An Integrative Model of Behavioral Approach to Reduce the Use of Adderall as a Study Aid on College Campus."

### **MUSEUM STUDIES**

#### **Heidi Lung**

Professional Service:

President, Iowa Museum Association, 2018 – 2022

Regional Representative for the Award of Excellence Selection Committee, American Association for State and Local History, 2020 – 2023

Content Advisory Committee, Alliance of American Museums, 2023

Grant Reviewer, Institute of Museum and Library Services, 2020-2022

Professional Mentor, STEPS-IMA, Iowa Museum Association, 2021-2023

Presentations:

2023 *Teaching Iowa History with Primary Sources*, University of Iowa, Iowa City, Iowa

2022 *Barriers to Engagement*, Iowa Museum Association, online session

2022 *Interpretive Approaches*, Iowa Museum Association, online session

2022 *Engaging Museum Visitors*, Iowa Museum Association, online session

2022 *Evaluation: A Necessary Part of Our Process*, Iowa Museum Association Conference

#### **Angela McClanahan-Simmons**

- November 2022, Chaired and presented a session at the American Anthropological Association Annual Meeting in Seattle, WA

-March 2023, Submitted peer-reviewed journal article to the *Journal of Contemporary Archaeology*

### **MUSIC**

**Dr. Mike Fansler, Director of Bands**, conducted a performance with eight WIU music professors at the Midwest Clinic International Band and Orchestra Conference in Chicago and performed as guest conductor of the United States Navy Band at the 88th American Bandmasters Association Convention.

**Dr. Jason Hawkins, Assistant Director of the School of Music**, presented two sessions on assessment and technology at the Florida Music Education Association Conference in Tampa, FL.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

**Dr. Brian Winnie, Director of Choral Studies**, presented a session on musical expression and vocal technique at the World Choral Expo in Lisbon, Portugal.

**Dr. James Romig, Professor of Theory and Composition**, released an album titled *The Complexity of Distance* on New World Records and was a guest artist in residence at Bard College and William Paterson University.

**Dr. Jena Gardner, Assistant Professor of Horn and Director of the Community Music School**, received the Provost's Award for Academic Excellence in Teaching and continued to increase enrollment in the Community Music School with expanded classes and lessons for students of all ages.

**Dr. James Land, Assistant Professor of Tuba**, served on the faculty of the Interlochen Arts Camp and Indiana University Summer Music Clinics, and he performed several concerts as guest artist with the St. Louis Symphony Orchestra.

**Dr. Suyeon Ko, Assistant Professor of Flute**, was appointed flutist with the Des Moines Metro Opera Orchestra beginning with their Summer 2023 season, performed at the National Flute Association Conference in Chicago, and performed as soloist with the WIU Symphony Orchestra.

**Dr. Kenny Lee, Director of Orchestral Activities**, performed and presented masterclasses as a member of the Parrish Trio at the Fine Arts Center in Greenville, South Carolina.

**Dr. Whitney Ashe, Director of Jazz Studies**, presented a workshop at the 2023 Illinois Music Education Conference in Peoria, IL.

**Dr. Paul Chinen, Assistant Professor of Oboe**, performed as soloist in a world premiere of an oboe concerto by Robert W. Smith with the WIU Wind Ensemble.

**Dr. Hong-Da Chin, Assistant Professor of Composition**, performed his compositions at the Western Michigan University Electronic Music Concert in Kalamazoo, MI.

**Dr. Rich Cangro, Professor of Music Education**, presented lectures on music education at the Uludag University in Bursa, Turkey.

**Courtney Blankenship, Associate Professor of Music Business**, presented at the NAMM (National Association of Music Merchants) Show in Anaheim, CA.

**Emily Sevcik, Assistant Professor of Music Therapy**, presented at the Great Lakes Region of the American Music Therapy Association 2023 Conference in Fort Wayne, IN.

**Dr. Natalie Landowski, Director of Keyboard Studies**, presented at the Illinois State Music Teachers Association Fall Conference.

**Charlie Chadwell, Assistant Professor of Saxophone**, was appointed Conference Planner for the College Music Society, and he performed as soloist in the premiere of a concert by James Stephenson with the WIU Wind Ensemble.

**Dr. Bruce Briney, Professor of Trumpet**, will retire at the conclusion of this academic year after 30 years of distinguished service and welcomed numerous students, faculty, and alumni to the Festival of Trumpets celebration in March.

**John Mindeman, Associate Professor of Trombone**, will retire at the conclusion of this academic year after 23 years of distinguished service and composed a new work for trumpet and wind ensemble premiered by Dr. Bruce Briney and the WIU Wind Ensemble.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

**SPEECH PATHOLOGY AND AUDIOLOGY**

We have faculty who are involved in professional organizations:

Julie Cox is Conference Track Chair for Neurogenic Communication Disorders for Illinois Speech-Hearing Association (ISHA).

Angi Martin serves as the VP of Audiological Affairs for ISHA and Michael Sharp is on the Healthcare Economics Committee for American Speech-Language Hearing Association (ASHA) Publications. Angi Martin and Julie Cox have published a book chapter in this current academic year (2023).

**THEATRE AND DANCE**

**Lysa Fox** – ALMOST, MAINE – Director (Grant Street Theatre); WORKING – Director (Actors Theatre of Indiana) (MITTY AWARD WINNER); URINE TOWN – Director (Idaho State University).

**Hadley Kamminga-Peck** – UNDONE: THE LADY M PROJECT – Co-writer/Collaborator (Local Theatre Company, Denver); LEGALLY BLONDE – Director (Timberlake Playhouse); MERRY WIVES OF WINDSOR – Director (Festival 56); KC/ACTF Illinois State Representative.

**Rebel Mickelson** – Illinois Theatre Association Theatre Board Representative; LEADING LADIES – Costume Designer (Cumberland County Playhouse).

**Carolyn Blackinton** – CHICAGO FIRE – Merle's Mom (TV Series).

**Steven House** – Illinois Theatre Association Board of Directors; Performing Arts Society – GALA Designer; BATTLE OF THE BRUSHES- Painter (Macomb Arts Center); Scenic Designer – Clinton Area Showboat Theatre; Scenic Painter – Santa Fe Opera.

**Josh Wroblewski** – Young Playwrights Festival (Chicago) – Lighting Designer; FENCES at Fit Theatre in Las Vega – Lighting Designer; RENT at Omaha Community Playhouse – Lighting Designer; SCHOOL OF ROCK at Omaha Community Playhouse – Lighting Designer.

**Adam Lewis** – BAREFOOT IN THE PARK – Director (Playcrafters Barn Theatre); Performer - Guys in Ties; Performer – Comedy Sports.

**DC Wright** – Fight/Intimacy Director for MERRY WIVES OF WINDSOR at Festival 56 in Princeton, Illinois; Fight/Intimacy Director for THE PLAY THAT GOES WRONG at Circa '21 Playhouse in Rock Island, Illinois; Fight Director for the WIU Mainstage production of ALL'S WELL THAT ENDS WELL; Fight Director for WIU Faculty Showcase production of MARGARET OF ANJOU; Instructor at the Dueling Arts International Winter Workshop; Instructor at the Central Illinois Stage Combat Workshop; Instructor at the Central Illinois Stage Combat Teacher Trainer; Instructor at the Dueling Arts International Stage Combat.

**Dan Schmidt** – Technical Consultant and Rigger for YMCA of McDonough County Gymnastics and YMCA of McDonough County Circus.

**Lisa Wipperling** – CALENDAR GIRLS, SHOWBOAT, WEDDING SINGER, THE WORLD GOES 'ROUND - Performer (Clinton Showboat Theatre); Jazz at the Pub – Guest Artist (Jackson Street Pub); Women's Month At Wine Sellers – Performer (Wine Sellers);

**Donald Laney** – West Virginia Dance Company Tour – “Active Interference” (NEA Grant) Guest Artist with the West Virginia Dance Company. Performing a solo and group number. Performances are: Greenbrier Valley Theatre (Lewisburg, WV), Beckley Concert Association (Beckley, WV), West Virginia University (Morgantown, WV), Robinson Grand Theatre (Clarksburg, WV); Birke Fine Arts Symposium 2023 Grant; Dancer in *AHAVA AND THE RESIDUAL HOLOCAUSTS* - Choreography - Toneta Akers-Toler; Dancer in *4x4* - Choreography - Gerri Houlihan; Clinton Showboat *THE WORLD GOES 'ROUND* Choreographer; Master Class Teacher - Grier Dance Gala; *The Nutcracker* - Beckley Performing Arts and Beckley Dance Theatre, WV; Mid Atlantic Dance Intensive Master

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

Teacher 2023 - Clay Center, Charleston, WV; Guest Adjudicator - Student Choreography-University of Wisconsin-Stevens Point.

**TRI STATES PUBLIC RADIO**

General Manager, **Heather Norman**, was chosen for the 5<sup>th</sup> cohort of the Public Media Diversity Leaders Initiative

**Jane Carlson**, part of the TSPR News Team received the following awards:

2<sup>nd</sup> place in Small Markets Investigative Reporting from INBA (Illinois News Broadcasters Association) for reporting on the closure of Cottage Hospital in Galesburg

2<sup>nd</sup> place in Small Markets Sports Reporting from INBA for reporting on the esports national champion at Carl Sandburg College.

TSPR brought NPR's National Justice Correspondent, Carrie Johnson, to Macomb in April. News Director, **Rich Egger**, held a conversation with her that was attended by local residents and live-streamed (and recorded) for others to view.

Music Director, **Ken Zahnle**, produced a mini program for Black History Month. The program, *Classically Black*, aired weekdays in February. Each 2 min program featured information about a composer of African descent. The episodes aired during breaks on *Morning Edition* and *All Things Considered*. Ken also featured a least one work by the day's featured composer on *Ovation*, TSPR's daily classical program.

The TSPR Development Team and General Manager attended the Public Media Development and Marketing Conference last July to learn best practices in fundraising and marketing for the station.

We received an Illinois Humanities Council Grant, to develop and produce a podcast series on Forgottonia. This is part of the IHC Foreground Rural Initiative

### **13. Grant activities and external funding**

Illinois Arts Council Grant – BCA

Illinois Arts Council grant – Tri States Public Radio

Illinois Humanities Grant – Tri States Public Radio, Forgottonia Files

Mellinger Foundation grant – Speech Pathology and Audiology

Twelve (approx.) Externally Funded Graduate Assistantships

Corporation for Public Broadcasting – Tri States Public Radio

Radio Information Services, Illinois State Library Grant-WIUM/WIUW

### **14. Value of programming**

*Explain how departments, programs, and other aspects of your College add value to the educational experiences of Western's students.*

The College of Fine Arts and Communication brings the visual and performing arts to the student population. We also feature media programming that keeps students informed and entertained. Our programs also serve the physical needs (speech and hearing) of students. We bring over 20,000 visitors to our campus yearly. Through Recruiting events, performances, gallery shows, recitals, lectures and our Speech and Hearing Clinic, COFAC serves as a major entry point for our region and beyond. From five to eighty-five years, we proudly welcome all our community and provides services second to none. With the completion of the Center for Performing Arts, we expect that impact to grow substantially. WIU and Macomb are truly THE ARTS DESTINATION for the region.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

**COFAC Recital Hall**

The Recital Hall offers an outstanding performance space for audiences to experience outstanding musical presentations through the year. The Recital Hall also provides five-camera live-streaming capabilities. The School of Music presents an average of 175 events each year in the Recital Hall.

**Local News and Sports Coverage**

Broadcasting and Journalism provide WIU and the local community with award-winning coverage of local news (NEWS3) and WIU sports events (ESPN+).

**Speech and Hearing Clinic**

WIU students can have their speech and hearing evaluated free of charge at the WIU Speech and Hearing Clinic, operated by the department of Speech Pathology and Audiology.

**Theatre and Dance Productions**

The department of Theatre and Dance produces 13-15 stage productions throughout the year. Students can attend the events for free.

**Art Exhibitions and Events**

The department of Art and Design holds student, faculty and guest artist exhibitions throughout the year at the WIU Art Gallery and other on-campus locations.

## **15. Student success**

*List the following:*

- a. Student clubs and organizations in the College*
- b. Results of any student surveys in your College, including surveys on student success, program development, student satisfaction, etc.*
- c. All new initiatives in the College regarding student success*
- d. All initiatives to support underrepresented student populations in your College*

### **ART AND DESIGN**

Molly Borth has 3 images in forthcoming WIU Elements literary magazine.  
Grace Lessen has 2 images in forthcoming WIU Elements literary magazine

### **BROADCASTING & JOURNALISM**

Broadcasting & Journalism Sophomore Jaycie Doerr won third place in an Illinois College Press Association (ICPA) competition, for an opinion piece published in The Western Courier. Doerr serves as editor-in-chief of the Courier, which is Western Illinois University's college newspaper. The awards were announced in mid-February during the association's annual conference, which was held in Chicago, Illinois.

Senior Kennedy Williams was selected as Honors College scholar.

### **COMMUNICATION**

Major student achievements and recognitions for the 2022-2023 academic year include:

- Savannah Ballard, Fall 2022 Thompson Undergraduate Scholar Award
- Emmanuel Odunfa, Fall 2022 Thompson Graduate Scholar
- Emily Fielden, Fall 2022 Department Scholar
- Emmanuel Odunfa, Folake Okor, and Joyce Peter, working with Dr. Josh Averbeck, earned a Top Four Paper Award from the Health Communication Interest Group of the Central States Communication Association for their paper "Regulatory Fit and STI Screening: Persuasive Effects of Regulatory Orientation on Message Regulatory Focus."

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- Maureen Roland, Spring 2023 Thompson Undergraduate Scholar Award
- Folake Okor, Spring 2023 Thompson Graduate Scholar Award
- Savannah Ballard, Spring 2023 Department Scholar
- Trevor Cook, Spring 2023 COFAC Student Leadership Award (Communication)

**MUSEUM STUDIES**

MST MA Graduates, December/May:

Emma Kohlman  
Addison Marsengill  
Jordan Miller  
Olivia Newcomb  
Elyse Nurenberg  
Hope Stropes  
Jacob Verplaetse  
Seth Weinrich

Anna Griswold, appointed to Board Member, Buffalo Bill Museum (current student)

Elyse Nurenberg, appointed to Assistant Registrar, Figge Art Museum

**MUSIC**

**Brett Dougherty** is studying abroad in the 2022–2023 academic year at the Prince Claus Conservatoire in Amsterdam.

**Joseph Runkle** was a semifinalist in the International Trumpet Guild 2023 Orchestral Excerpts Competition

**Joe Ross and Wesley Oliver** were selected as recipients of the President's Innovation Award from the National Association of Music Merchants.

**McKenna Churchill** was a semifinalist in the 2022 Central Region National Association of Teachers of Singing competition.

**The University Singers** were named national semifinalists in the performance of American Music category of the American Prize national competition.

**SPEECH PATHOLOGY AND AUDIOLOGY**

Two honors students will present their theses at Undergraduate Research Day at WIU

**THEATRE AND DANCE**

**University Dance Company at American College Dance Association Festival:**

University Dance Company's "Innocence of the Siege" (Choreographed by Donald Laney) was selected as an Alternate for American College Dance Association Nationals. Dancers: Kelly Brown, Hannah Guilinger, Lily Wilson, Erin Forde, McGwire Holman, Jeremy Neale Cox, Bailey Grace Walker-Seiter, Nora Wragg, Tessa Luechtefeld, and Adriana Grams.

**KC/ACTF (Kennedy Center/American College Theatre Festival Region 3):** Tech Olympics "Spirit Award" – Montana Carlson, Rio Canas, Trevor Turner; Musical Theatre Intensive Finals – Izzy Maxwell, McGwire Holman, Kelly Brown; Stage Management Finals – Emma Wahlmann; Irene Ryan Acting Award Finalist: Ann Garcia, Kelly Brown, Izzy Maxwell, McGwire Holman.

**BLITHE SPIRIT**

**Irene Ryan Nominees:**

- Riley Francis
- Emma Quick

**Student Design Nominations:**

Trevor Turner – Lighting Design

Corinna Knighten – Costume Design

**Student Stage Management Nominations:**

Emma Wahlmann – Stage Management

**Faculty Design Nomination:**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

Steven House – Scenic Design

**Recommendations:**

- Recommended for Celebration of Associate Productions
- Recommended for Festival Costume Parade ~  
Madame Arcati

**WOMAN IN MIND**

**Irene Ryan Nominees:**

- Taylor Clark
- Ben Patterson

**LUCKY STIFF**

**Irene Ryan Nominees:**

- McGwire Holman
- Joshua Kenebrew

**Certificate of Merit:**

- Alexander Graham – Stage Management

**COLLECTIVE RAGE**

**Irene Ryan Nominees:**

- Rowan LaFleur
- Ann Garcia

**Certificate of Merit:**

- Rio Cañas – Costume Design

Betties 2 and 3 costumes ~ Nominated for “Costume Parade”

**SMALL MOUTH SOUNDS**

**Irene Ryan Nominees:**

- Lauren Wagner
- Kelly Brown

**Certificate of Merit:**

- Meagan Morrow for Direction
- Bryan Zipp for Lighting Design
- Shelby Doyle for Costume Design
- Harrison Clarke for Stage Management

Recommended for Celebration of Associate Productions

Recommended for Festival Costume Parade ~ Ned & Joan

**THE IMPORTANCE OF BEING EARNEST**

**Irene Ryan Nominees:**

- Kallie Scott
- Kena McCance

**Certificate of Merit:**

- Montana Carlson – Costume Design
- Trevor Turner – Lighting Design
- Craig Downing – Stage Management

Nominated for “Costume Parade” ~ Ensemble

**CABARET**

**Irene Ryan Nominees:**

- Jakob Innes
- Izzy Maxwell

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

**Student Directing Nomination:**

- Courtney Crouse

**Student Acting Nomination:**

Student Ensemble

**Student Design Nominations:**

Bryan Zipp – Lighting Design

Rio Canas – Costume Design

**Faculty Choreography Nomination:**

- Donald Laney

**Recommendations:**

- Recommended for Celebration of Associate Productions
- Recommended for Festival Costume Parade-Kit Kat Club

**THE GULF**

**Irene Ryan Nominees:**

- Bailey Walker-Seiter
- Lauren Wagner

**Student Design Nomination:**

- Meaghan Morrow – Sound Design

**16. Alumni highlights**

*List notable highlights from College alumni.*

**ART AND DESIGN**

- Alanna DeRocchi - Won an \$18,000 fellowship grant from the Rasmuson Foundation. For Alaska artists this foundation honors the merit and significance of a life dedicated to serious artistic exploration and growth. The Foundation believes an artist's energy, ideas, and creative drive cannot bear fruit without time devoted to experimentation, education, and personal reflection.
- Keosha Westphal was chosen by a member of the artist activist group Pussy Riot from Russia for a feminist based NFT exhibition in NYC.
- Krissy Bergquist was just featured in 19th issue of Tattoo Industry Magazine.
- Jeff Hughes, Graphic Design professor, Savannah College of Art & Design, Savannah, GA
- Charley Pleshko admitted to MAF program at SUIC with full tuition scholarship.
- Alexis Sodaro, Graphic Design position at Post and Prairie Design Studio in Ottawa, IL
- Zoe Hughes, Multimedia Designer with Cambridge Investment Research, Inc., Fairfield, IA

**BROADCASTING & JOURNALISM**

Our alumni are regularly seeking to make connections with our current students, as they look to fill jobs and internships. Perhaps not surprisingly, this happens most often across Illinois, Missouri and Iowa, but it's throughout the country as well. I've taken calls this year from folks in Ohio, in Florida, and in California who are looking for WIU BCJ students to fill roles across media organizations because they know that WIU BCJ students have the skills they need at their organizations to do the right job the right way.

Our alums also regularly come back to campus. For example, BCJ alum Devin Brooks came to visit our "Live @ 4" television broadcast on Thursday February 23. Brooks now works at WQAD TV (Moline, IL/ABC affiliate) as a reporter and anchor. With him were the news director, meteorologist and production engineer from the station

**COMMUNICATION**

Numerous alumni participated in our Career Preparation Day during the Fall 2022 semester. Several alumni were invited to speak to selected classes over the course of the year

**MUSEUM STUDIES**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

Kelly Lao, Vice President of Museum Experiences  
Liz Crooks, Director, Pentacrest Museums, University of Iowa  
Nathan Kraft, Director Bix Beiderbacke Museum  
Brian Allen, Director, German American Heritage Museum  
Clair Tobin, Assistant Director, German American Heritage Museum  
Vanessa Sage, Assistant Curator, Figge Museum  
Ashlie Scott, Collections Assistant and Guest Services, Colorado Rail Road Museum  
Neville Crenshaw, Special Exhibitions, Saint Louis Science Center  
Abby Klug, Museum Specialist, Edwards Creative  
Victoria House, Archaeological and Archival Collections Technician  
Kenedy Heimerdinger, Digital Education Coordinator, State Historical Museum of Iowa  
Kristen Michael, Executive Tours Coordinator, Buffalo Bill Center of the West  
Matthew Toland, Director, Wood Library-Museum of Anesthesiology  
Kelly Duffy, Deputy Director, National Museum of the American Sailor  
Madison Basso, Curator, National Museum of the American Sailor  
Chandler Cox, Volunteer Coordinator, Family Resources  
Jeremy Murray, Curator of Collections, Carver County Historical Society  
Jess Cruz, Exhibit Preparator and Outreach Coordinator, University of Northern Iowa  
Melanie Wier, Assistant Curator, Herbert Hoover Presidential Museum  
Emily VanWaardhuizen, Collections Coordinator, Karpeles Manuscript  
Devin Oake, Curatorial Assistant, Putnam  
Maryam Qaryaqs, Arabic Interpreter, Rock Island and Milan School District  
Katie Conrad, Director at Rockwall County Historical Foundation Museum

**MUSIC**

**Ric Furman ('98)**, performed leading roles at the Teatro di San Carlo in Italy, the Staatstheater Augsburg in Germany, and La Seine Musicale in Paris.

**Margaret Gawrysiak ('02)**, was selected to be an understudy in *Peter Grimes* at the Metropolitan Opera in New York.

**Michael Rockstroh ('22)**, is nearing completion of the master's degree in euphonium performance at the Royal Northern College of Music in Manchester, England.

**Kyle Goldsmith ('22)**, was appointed Product Enrichment Specialist at West Music.

**Adam Gorz ('15)**, was appointed Assistant Category Manager in Band and Orchestra at Sweetwater

**SPEECH PATHOLOGY AND AUDIOLOGY**

None to report at this time.

**THEATRE AND DANCE**

**Shantina Lowe (BA 2017)**

Shantina Lynet' was seen this year on the Grammy Awards singing and dancing with Lizzo.

**Amina Alexander (MFA 2020)**

Recently Amina designed SUPERHERO at the Sheen Center in NYC. She has worked extensively as an assistant designer/associate designer in NYC and regionally. She got a shout out at the Tony's last year for the work she did on MICHAEL JACKSON: The Musical.

In St. Louis she was the Lighting Designer of STICK FLY at St. Louis Rep. Prior to that she was working in Boston as an associate designer for Aaron Copp on the Silkroad Musical Festival. While there she designed Alex Edelman's Comedy Show and then went on to Princeton University to design their Dance Festival at the end of January 2022. Since graduating from WIU Amina has worked with the production group SIMPLE SOLUTIONS as a designer/programmer and assistant production manager. They converted spaces, museums and warehouse into runways for New York Fashion Week! Amina spent a lot of time outside doing both lights and sound for their live events. She also designed Colin Quinn's Comedy Special. She served as the Lighting Assistant for the NYC Fall Dance Festival.

She is the Black Theatre Coalition (BTC) Fellowship Recipient for 2021. As part of her fellowship she will shadow and work with Kathy Perkins and Natasha Katz. Her first show with BTC was assisting Natasha Katz on MJ MUSICAL



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

on Broadway. She is also the 2<sup>nd</sup> assistant to Jeff Crotier on BLACK NO MORE Off-Broadway. She is thrilled to have so many opportunities and looks forward to what her future holds!

**Nissi Shalome (BFA 2019)**

Nissi has her BFA in Musical Theater from Western Illinois University. She is currently in rehearsal for the Chicago premiere of PERSONALITY: THE LLOYD PRICE MUSICAL. She played CeCe in FACTOTUM at the Lyric Opera (Chicago); The Leading Player in PIPPIN, Mary Magdalene in JESUS CHRIST SUPERSTAR, Charlaïne in AIN'T MISBEHAVIN and Chiffon in LITTLE SHOP OF HORRORS all at Timberlake Playhouse; Lil Inez in HAIRSPRAY at Crossroad Repertory Theatre; Martha in A CHRISTMAS CAROL at Drury Lane (Chicago); Ensemble/Swing in DREAMGIRLS at Paramount Theatre (Chicago).

She performed in her first national tour last summer in SUMMER: THE DONNA SUMMER MUSICAL as a swing!

**Melody Betts (MFA 2009)**

From the National Tour of THE SOUND OF MUSIC (Mother Abbess) directed by Tony Award Winner, Jack O'Brien was last seen in Broadway's AND the first National Tour of WAITRESS THE MUSICAL directed by Tony Award Winner, Diane Paulus. She is a lover of all things "art" and prides herself on living "outside the box". Melody received her Master's degree of Fine Arts from WIU and then went on to play in regional theaters all over the nation. You may have seen her as The Rain Lady in WITNESS UGANDA/INVISIBLE THREAD (2012-2015), The Ghost of Christmas Present IN A CHRISTMAS CAROL (Milwaukee Rep 2010-2012), Sylvia in the Marriott Theater's production of ALL SHOOK UP and The Courtesan in Chicago Shakespeare Theater's production of A COMEDY OF ERRORS. She cultivated her professional acting career in Chicago where she was last seen in the Jeff Award winning production of RAGTIME as Sarah's Friend. You may have also recognized her from her appearances on the TV shows: *Chicago Fire*, *Chicago Code*, *Chicago PD*, *Power* on STARZ and *JESUS CHRIST SUPERSTAR LIVE* on NBC! As a singer/songwriter, Melody aspires to inspire and evoke love and worship. She has shared her mellifluous vocals on projects of worldwide favorites such as *Arrested Development*, *Joshua Jeneration*, *Funktelligence* and the *Conan O'Brien show*. Singing since the age of 4, Melody has refined a voice that possesses versatility and conviction

**Tyler Herald (BA – Theatre; Production/Design 2016)** is a New York-based scenic designer. He has designed environments for film, opera, dance, plays, and musicals. Additionally, he has helped to create immersive experiences, museum exhibits, and events. The focus of his work is to imagine emotionally evocative and compelling spaces within which a story or event can unfold. He endeavors to construct memories and experiences through design and storytelling.

Tyler admires the collaborative nature of this work and is excited about what possibilities can happen when everyone comes together. He is committed to the importance of new work, different ways of storytelling, supporting stories often unheard or overlooked and challenging the conversation—fostering a better industry and artform rooted in equity, diversity, inclusion, and accessibility.

Most recently Tyler designed TROJAN WOMEN, a world premier opera by Ellen McLaughlin and Sarah Taylor Ellis directed by Rebecca Miller Kratzer: a production that challenged audiences to “grapple with the Trojan horses—misogyny, white supremacy, partisanship—we have welcomed blindly into our own lives and allowed to fester for so long.” Other recent and favorite work includes: FAIRY TALES AND OTHER STORIES THAT SCARE ME—a filmed dream ballet that divulges into a nightmare, and TITUS ANDRONICUS—an immersive storytelling experience framed as a support group in a church.

In addition to his own work, Tyler has also spent his time in New York assisting Broadway scenic designer David Korins on various projects including: The Original Immersive Van Gogh, THE GREAT SOCIETY, The Hamilton Exhibition, the 91st Academy Awards, and TREASURES FROM CHATSWORTH. He also works with Adam Koch on various and ongoing projects as an assistant designer and model builder. Regionally, Tyler has assisted at numerous theaters including: Studio Theater, Signature Theater (VA), Fords Theater, Chicago Shakespeare, Olney Theater, the Kennedy Center (DC), and the Glimmerglass Festival

Tyler received his MFA in Theatre Design from University of Maryland and holds a BA from Western Illinois University. He is a proud member of USAA Union.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

**17. Community and/or regional engagement from College:**

*List notable community and regional engagement activities.*

In the fall and spring semesters, the School of Music offers the WIU Community School of Music, which provides high-quality, affordable, music instruction to the community. Instruction includes private lessons and group classes for people of all ages.

Each summer, the School of Music also offers the Summer Music Institute. Both Day and Resident Camps allow area youth to come to campus and have the opportunity to develop musical skills and knowledge in a fun-filled, nurturing environment. The Institute was held virtually in summer 2021. With recent review and reconfiguring of the summer programs they were brought under the auspices of the Community Music School. Currently enrollments stand at 120+.

While it had been postponed during the COVID pandemic, the College has brought area theatre talent, including local students in fourth grade through high school, to campus during the summer for our “SummerStage” production. After weeks of rehearsal, the event concludes with live productions available to the public.

This year's production is SCHOOL OF ROCK.



(A little shameless advertising!)

The Speech Pathology and Audiology clinic serves the community in many ways. Faculty and students diagnose and treat clients in the on-campus clinic. Additionally, they serve clients at Bridgeway, Elms, West Central Illinois Special Education Cooperative (Macomb), and Knox-Warren County Special Education Cooperative (Monmouth, Roseville, and Abingdon). The services not only provide a much needed service to our community members and our local school districts, but it is providing experience for our students.

Through the BCA, PAS and YPAS, we are providing exposure to the arts for not only the youth of Illinois (over 6,000 annually), but we are promoting and facilitating lifelong learning through the arts for everyone in our community in West-Central Illinois.

**BCA**

The Bureau of Cultural Affairs (BCA) has endeavored through the years to provide high quality, affordable performing arts programs for the citizens of West-Central Illinois, as well as the Western Illinois University (WIU) campus community. The BCA is unique in that it has a diverse membership, including college students, faculty, staff, administrators and members of the community. The students of the BCA have excellent role models from non-students who choose to volunteer with our organization and through their own involvement meet a wide variety of community members who have a passion for the arts. Our lectures, demonstrations and educational outreach activities provide the information needed to have a greater understanding of and appreciation for the arts. We strive to find opportunities to get artists into our community to help foster the idea that the arts can be anywhere, as well as bringing in students to witness the vast job opportunities related to the arts. The BCA strives for diversity within our programming

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

bringing to western Illinois performances ranging from dance to nationally known comedians such as The Second City, Ryan Stiles, Larry Miller, and Jim Gaffigan, as well as internationally renowned violinist and Macomb native Benny Kim to the Tibetan Monks. The BCA brought to Macomb and the community a wide and varied assortment of artists, including Artrageous, Recycled Percussion, Doktor Kaboom, Ryan and Ryan Piano Duo, Step Afrika, and more.

#### YPAS

In normal years through the Youth Performing Arts Series (YPAS), we bring in students from pre-K to High School to our campus facilities to experience top-flight performances ranging from dance to music to theater. In recent years, the shows selected are geared towards a topic of conversation in the school system such as anti-bullying and pro-recycling. All students and teachers attend the YPAS performances free of charge and transportation expenses are also covered 100% for the bus expenses. For many of these Illinois children the YPAS performances are their first exposure to the arts, of any kind. The past two years, however, due to COVID-19, we offered the YPAS shows virtually through Zoom. This year, through a combination of Virtual and live events, we were able to expand our reach to a number of school districts in the 20 surrounding counties and provided arts entertainment to nearly 6,000 children.

## 18. Conclusion

The College of Fine Arts and Communication epitomizes what it means to be a Leatherneck. The members of our college; faculty, staff and students alike, believe in the mission of the college and this university. We will never be the largest, but we strive to be the mightiest. Our students learn from true professionals in their field, who are expected to continue practicing their craft professionally. Students are held to high standards of professionalism as well. Our performances, clinics, broadcasts, lectures and of course classroom instruction, allow students to learn and prepare for their futures as well as entertain and broaden our communities. The staff across the college is as dedicated as any and are exceptional in their commitment to all things WIU. We continue to do more with less year after year. Oftentimes, because of the college's unwavering commitment to Recruitment and retention, we feel we are left to our own devices. Seldom do we know what the plan is from the institution on support and assistance for COFAC. With the President's goal of Distinctiveness, our college can shine. We support events across campus every time we are asked. We believe in the all-for-one and one-for-all approach. We have embraced all of the President's priorities; Financial Sustainability, Institutional Distinctiveness, Internationalization, Student Success, Justice, Inclusion, Diversity, and Equity We have invested in the Provost's Academic Affairs Strategic Planning, OKR's and Swimlane priorities and are working to move Western Illinois University forward. Together with the President's STEAMA initiative, we look forward to a brighter day for WIU.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents**  
**Department Chairs, School and Program Directors, and Deans**  
**Academic Year 2022-23**  
**Part I due to Deans Offices by-March 15**  
**Part II due to Provost Offices by April 15**

**The Purpose of these Documents**

With this annual report, Deans, Directors, and Chairs will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027* (HVHE).

Among other things, in Part I of the report Chairs and Directors will annually identify the vision and mission of their programs, as well as opportunities, achievements, and other departmental activities and initiatives.

Among other things, in Part II of the report Deans will describe what is unique about their college, document progress on enrollment, program development, and faculty development; document and develop recruitment and retention initiatives; and, finally, record and celebrate faculty, staff, and student successes and achievements.

In order to understand the context for these documents, please review the current version of the university's strategic planning document, as well as the supplemental planning documents on recruitment, retention, university distinctiveness, QC planning, and so on. All of these documents can be found at [\[link here\]](#)

Also, when reading the university's planning documents, please note the following vision, mission, and core values of the institution:

**WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

**WIU Mission**

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

## WIU Core Values

### *Academic Excellence*

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

### *Educational Opportunity*

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

### *Personal Growth*

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

### *Social Responsibility*

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

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

**Department/School:**

**College: University Libraries**

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

#### Mission-University Libraries

University Libraries identifies, collects, organizes, preserves, and provides access to information and resources to support the research and curricular needs of students, faculty, staff, and the regional community. We produce and celebrate scholarship, and educate students as they pursue academic excellence, educational opportunity, personal growth and social responsibility.

#### Vision-University Libraries

University Libraries strives to be the first place WIU users go for their research needs. We strive to exceed their expectations for superior research assistance, high quality instruction, and seamless access to the resources they need.

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

University Libraries has a Bachelor in General Studies under its academic responsibilities. However, we are presenting a separate Annual Report for that Program.

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

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

Students will be able to:

- determine the type(s) of information they need
- develop research problems and questions
- identify search terms
- select appropriate databases
- construct relevant search strategies
- refine search results
- evaluate and access both print and online resources

## Describe Department/School Strengths:

### In General-

- Faculty & staff expertise, knowledge, and commitment to education and service!
- Faculty & staff attitude and effort. This group really pulls together and works very hard for the common good of our students and faculty.
- Faculty librarians work closely with department instructors to prepare assignment-driven lessons that build on students' prior knowledge about information seeking and research and help them develop technology and research skills that will pave success in finding, using, and evaluating information using physical materials, databases, and the open web.
- Library faculty deliver instruction to individual classes in a range of subject areas, as well as specialized information concepts and skills through library credit courses.
- Library instruction happens in several environments including the physical classroom, web conferencing, and through courses in the Western Online learning management system.

### Instruction-

- During 2022, Library faculty instructors taught the most current and effective methods for finding, accessing, and evaluating information in a range of disciplines. In the post-pandemic climate, these efforts continued to be challenging and non-routine. On one hand, librarians create discipline specific content for each library instruction session to give students experience working with professional information tools that match the field of study. But in general, information skill begins at the broadest terms, the ability to evaluate all types of information. The skills taught in these classes benefit every area of academic and future personal life. This has meant refocusing our labor. For example, in order to deal with faculty attrition, current library instructors strengthened subject matter expertise by branching out into new discipline areas, particularly the sciences and social sciences where gaps in personnel limit the ability to assign subject matter experts.
- Library instructors are adept at matching students (and faculty) with the tools, technology, and knowledge needed by academic researchers to solve information problems in their field. As one department instructor notes after bringing the class to the library instruction noted:
 

*Thank you for the informative and useful workshop that you gave to my Hist 116 class earlier today! I appreciate your time and effort. I enjoyed working with you and look forward to working with you again next semester!*
- Like adapting technical and teaching skills, some library instructors again developed and taught lessons in entirely new subject areas. These new topics included courses in the sciences and historical research. These subjects are distinctly different and require equally specialized skills for identifying resources and search techniques. For example, historical research draws upon first personal diaries, and journals, as



well as secondary research from journal articles. Accessing these materials requires both knowledge of formal database techniques and techniques for accessing materials from online historical archives on and off campus.

- Faculty in the library archives taught a variety of library instruction sessions for Archives. Guides for primary and special research were also curated and used for upper-level and graduate courses in cooperation with Dr. Hall of the history department.
- In addition, primary source content provides keen first-person insight into critical events, such as diaries describing the mechanization of the cotton industry, but students require training to locate resources in the non-routine environments surrounding the research. One way library instructors do this is through collaborating with faculty subject matter experts to integrate basic information skills and subject vocabularies that reflect the subject area and information needed for specific assignments to provide a richer experience including analyzing information for context and for fit.

*I think your explanations of how to navigate the websites were flawless. You also did a great job telling us how to differentiate a good usable article, vs. one that should be skipped.*

- The shift to online teaching continues to require instructors to revise teaching methods. These tools and methods supplied additional channels to support learning in and outside the classroom to meet student needs in multiple locations.
- Currently, we are teaching online, in the classroom and sometimes both. Nearly 100 instruction sessions and tours for department classes and high school groups were held in the libraries in 2022.
- Growth in the use of online library tutorials and guides continues to increase. Library instructors update and curate learning guides to reflect current research resources in fields like agriculture, history, management, law enforcement, and kinesiology, among others.
- Visits to the library research guides have increased. During 2022, library learners accessed the guide pages nearly 220,000 times! Library faculty create links in the class learning guides that point to related research resources. These *outbound links* (links to other sites) are an additional way for people to discover useful content. In addition, library guide users followed guide links to librarian-suggested resources nearly 26,000 times during this period!
- The greatest challenge facing library instruction and student information skills development on campus was decreased contact time students have with information professionals. One way we met this challenge in 2022 in partnership with WIU Athletics. Our new student-athletes visited and toured the library. None of these freshman student-athletes (from a diverse group of rural, urban, and suburban communities) had ever checked out a library book and only a handful had a library or librarian at their high school. Here was the positive response from Director Myers:

*Thank you so much for the help and effort with this! I know this learning session was incredibly beneficial to our student-athletes and we appreciate all that you do. With these being newcomers, I think it will tremendously help their academic trajectory that they are learning the library processes now.*

#### Archives and Special Collections-

- Staff gave presentations to students in classes from various departments (history, education), Discover Western participants, and library patrons which covered ASC and IRAD.
- Staff gave a Zoom IRAD presentation to the Peoria County Genealogical Society (50 members)
- Staff also hosted various events throughout the year for area rural libraries and several historical societies from our region, as well as a LIFE class, a group of students from Cuba High School, and a meeting of leaders of the Carl Sandburg Historic Site Association.
- ASC Facebook page followers increased from 325 to 400. This is a small but engaged group.
- ASC appeared in one WIU press release on helping the Joseph Smith Papers.
- ASC staff order over \$1500 worth of materials to add to the collection. In addition, staff also assisted in using History funds for new acquisitions.
- ASC created a football history display for the third floor exhibition space.
- ASC digitized the Gwendolyn Brooks Cultural Center VHS tapes and cassette tapes.
- Staff added the LOC Sandborn Maps collection (Illinois only) to our WIU ASC page.
- We served 1102 of 1172 patrons. (January 2022-December 2022.)
- We processed 57 theses
- We processed 252 photos.
- Bill Cook was named Civil Service Employee of the Month for September 2022.
- Through regional outreach activities, we brought in collections of newsletters from Adams and Pike counties and books from Hancock, Pike, and Calhoun counties.
- Kathy Nichols promoted the Archives through her vice-presidencies of the McDonough County Historical and the Society the Friends of Oakwood Cemetery and continued to write the “Blast from the Past” column for the WIU alumni publication the Western Magazine.

#### Record Management

- Statistics: 312 contacts through emails/phone, 42 records requests, 35 office visits, 4 Zoom Training events, shredding outsourced to Bridgeway (includes non-records 5,532 lbs.), In-house shredding 82 Cubic Ft., Records disposal volume 357 Cubic Ft., Records disposal requests 242
- Assisted College of Business and Technology in removing 12 cubic feet of archival and Historical records.

- Finalizing records management training videos and creating a training video for email documents.
- Conducted records management training for the QC.
- Researched Transcription software for Oral Histories and the decision was made to purchase Sonix Transcription Software.
- Transcripts were made of the Oral history's with Russ Egnew, Richard Mason, Kurt Mason, Brandy Curtis, Polly Radosh, and Siyoung Park.
- Conducted Oral Histories with Polly Radosh and Siyoung Park.
- Updated the Records Management Policy for the University and President signed off on it in June 2022.
- The Dean and Bruce met with the President to talk about a digital repository. Plans are now being made for a digital repository at WIU.
- Coordinated RM Training for the President and his leadership team with the Director of the Illinois State Archives to begin university-wide training on RM so the university can begin a overhaul of the Retention Schedules.
- The RM website is now ready to conduct university-wide RM training and should begin as soon as possible.

#### Curriculum Library-

- Weeding of select areas of the collection to remove outdated material and/or material not being used to make space for newly acquired items.
- Spring semester supported classes in COEHS and CAS: 3 tours with 101 patrons, 3 times classes came in to use CLB materials during class with 80 patrons, 2 times staff gave instruction with 41 patrons. Fall semester supported classes in COEHS, CAS, COFAC and Discover Western: 9 tours with 219 patrons, 8 times classes came in to use CLB materials during class with 175 patrons, 3 times staff gave instruction with 62 patrons. We also did work with faculty in these areas to support assignments.
- Spring semester CLB had 12 items on reserve, fall semester 2 items were on reserve. Also, fall semester items were sent to Malpass Library Reserves for class use there.
- Worked in-house on updating Libguides.
- Completed the annual inventory of the collection.
- All cataloging/processing of new Curriculum Library materials was done by the Curriculum Library staff member, this amounted to 769 items. Also 113 items from CLEC to the QC Library as well as purchased items.
- CLEC collection was a separate collection within the Curriculum Library for the entire year. At this time the collection is still owned by the School of Education it is just maintained by the Curriculum Library. The Curriculum Library staff added newly received materials to the CLEC collection and continued to promote its use to the faculty of the School of Education. Donations down drastically again this year.
- Continued to work with faculty who teach the LLA 311+313 (Children's Literature) classes. We have provided them with lists of titles which we hold multiple copies,

done additional library use instruction for their classes, communicate what assignments have been used and enjoyed by students in the past, etc. We continue to open the lines of communication between the faculty and Curriculum Library staff to better serve the faculty and their students.

- Maintained a social media presence for the Curriculum Library (Facebook, Twitter, Instagram).
- Award winners (2021) from the CLEC collection arrived, the staff of the Curriculum Library reviewed to determine which were being added to the Macomb campus and which were being sent to the QC campus. CLEC collection YA items donated to collection, collaborate with Jeff Hancks at the QC campus for paperback collection and curriculum collection. Remaining CLEC donations for the year were received. CLB staff then reviewed all items and determined which items would be added to the collection. Then worked with Jeff Hancks at the QC campus on items that he might want to add from the CLEC donations.
- Yearly donation of Lueck collection items were received. Upon receiving the items, the Curriculum Library staff performed appropriate receiving duties (22 items).
- Received 147 items in donation from other sources not mentioned elsewhere as of 12/31/2022.
- As of 12/31/2022 the yearly donation total of CLEC items was 348. CLB retained 257 items, QC 13 items, graphic novel collection 12 items, 66 items to the book sale.
- There was a book budget this year and we were able to purchase 326 new items to add to the collection. These included books, games and manipulatives.
- Curriculum Library held its book sale again this fall, two day sale netted the library \$379 with attendance of 42 people. Donated materials to Phi Kappa Phi after conclusion of book sale.
- At the request of the School of Education and the discretion of the Curriculum Library unit coordinator the Curriculum Library was open for Discover Western tours. This was done to assist in recruitment efforts to highlight offerings available to potential education students.
- Gate count is 4,450. (increase by 775)

#### Music Library-

- Hosting "Tunes @ 2" daily listening sessions
- Donations processed, approx. 2,000 items
- Hired Emily Fielden as Library Specialist
- Added 4 midi keyboards & 4 headphones
- DEIJA incorporated in Collection Development
- Served as a "green room" during audition day

- Offered 1:1 Finale training sessions
- Increased display freq. i.e. New Music Festival
- TimePro: migrated to new time clock system
- Utilized Google Forms to track ML statistics
- We are open to exploring opportunities for digital scores to be available as e-resources via course reserves with Dr. James Romig's compositions.
- We offer semester courses reserves and permanent reserves, and we support audition materials and independent study/studio/ensemble resources.
- Music library chat is available during open hours.
- Jade offers virtual and in-person office hours, and welcomes walk-in appointments and appointments by request, including evening availability.
- Jade frequently fields questions from faculty, students, and community over email, the phone, and in-person.
- In Fall 2022, we offered tours for new faculty and students, with over 73 attendees.
- Jade has reached out to the SOM to offer tours for new students in Spring 2023, to new and sabbatical replacement faculty, and to offer ML tours during audition and visit days.
- Jade taught 27 instruction sessions in Summer and Fall 2022, updated 13 LibGuides, and recorded 8 videos for courses.
- All donations received prior to February 2023 have been processed.
- **Gate Count Total:** The total number is divided by two, to avoid double counting patrons entering and exiting. Oct 18 - April 20: 3378.

#### Quad Cities Library-

- Continued to provide essential library services (circulation, instruction, computer/printer access) throughout the year.
- Continued to receive, review, process and incorporate new books into the Quad Cities library. I recommended a number of materials for the School of Engineering and Technology, Counselor Education and College Student Personnel, and worked closely with Museum Studies (MST) on e-books. We plan to make MST an e-book program, and we are well on our way to owning e-books for all required MST courses.
- The Jeff Leibovitz Special Collection Steering Committee has been revitalized post pandemic. The Committee met quarterly during the year, made a number of recommendations for materials, and started planning for celebrating the 30<sup>th</sup> anniversary of the Collection in 2024. The curriculum cases circulated to two local schools and were on display at a Holocaust event at Augustana College.
- Brittany has taken on retention records responsibilities as part of her ¼ academic support function. She's worked closely with Bruce Ackers (University Records Officer) in implementing the program at the Quad Cities campus. She's been

communicating appropriate policies and procedures to QC staff, and worked with Bruce recently to provide a zoom-based training session.

- Instruction continues to be minimal. I worked with two Counselor Education courses and one Museum Studies course.
- We recruited and trained a very competent graduate assistant from the Counselor Education program. She has been effective and should continue through 2023-24.
- We plan to expand outreach for the Holocaust Collection and see increased usage by local and regional teachers. We are aligned with the Quad City Holocaust Education Committee and hope this will increase usage. Plans will continue for a large event in 2024 to celebrate 30 years of the Collection.
- I continue trying to find the correct balance of my duties with responsibilities in so many areas. Some shifting in workload may be necessary, as I feel like I am spread too thin on the library-specific work.
- I will continue working with Brittany to increase her comfort and confidence with managing staff. She is well versed in most library functions, but she needs more confidence as a supervisor.
- We need to make sure we have the correct balance of student employees to cover opening hours. We have been caught a handful of times without staff due to illness, etc. and had to be closed an hour here and there during the day.

#### Reference Unit-

- Answered thousands of reference questions from a wide range of disciplines (virtual-only from January through August; in person and virtual during the Fall semester). Some examples from the year.
- Answered thousands of reference questions from a wide range of disciplines. Some examples from the year include...I need:
  - information on why the railroad strike [was] considered illegal.
  - United States naturalization statistics for the beginning of the twentieth century.
  - sources for REL255 on the topic of pilgrimage in Islam and Christianity.
  - “reading” books (for fun).
  - the monthly inflation rates for the US & Canada from 1960-2020, NOT seasonally adjusted.
  - primary sources on women suffrage in western Illinois, esp. pre-1850.
  - social media data for Macomb – who uses what?
  - to learn how to take a screenshot on a PC.
  - empirical articles about ADHD and disclosure at work.
  - a specific essay that was published in volume 9 of Western Voices. Is there any way that “Guard Rails” could be scanned and emailed to me?
- Retained use of outward-facing technology (secondary monitors, keyboards, and mice) to facilitate safe, collaborative communication with patrons.
- Continued hosting tutors for Academic Services.

- Demonstrated our services' contributions toward student success and community support as evinced by patron responses to email and chat reference assistance:
  - Student looking for an article about the evolution of cell phones: "very helpful. thank you so much."
  - Patron: "I really don't want to pay \$15 for this source, especially when I could get it for free... Am I doing something wrong?" After the chat, they replied "I really appreciate your help. Thank you!"
  - Faculty: "It is a fantastic solution. A big thank-you! I just placed a request on the book via I-Share."
  - Student response when told the librarian was helping another patron and not immediately available: "thats ok, I'm in no rush. I just happy for your help."
- Assisted patrons with increased, diverse digital content, including ebooks and streaming media; discussed platforms and associated technologies at unit meetings.
- Oriented new Electronic Resources & Collections and Government Information & Sciences librarians to the Malpass Reference Desk.
- Continued to offer professional development about reference tools to orient and train reference staff on answering various types of questions. This year shorter training segments were offered during virtual unit meetings.
- Helped plan, organize, and publicize our annual WIU Authors reception for the first time since COVID. For 2020-2021, we had 556 citations from 317 WIU authors.
- We not only selected titles to expend our reference unit allocation of \$20,000, we were also able to recommend additional titles to be purchased with any remaining library funds.
- Prepared a wish list of monographs and serials to be purchased FY23 if funds were available.
- Updated the MLA style manual guide to 9<sup>th</sup> edition, both print handout and LibGuides version. APA, MLA, and Chicago are the styles most required by professors and thus most used by students.
- Continued to maintain and expand a reference collection that directly supports assignments and research on DEI topics.
- Unit staff provided copyright assistance to university faculty during 2022. A total of 16 copyright consultations were held with faculty on intellectual property issues. Michael taught as a guest instructor on Copyright and Open Educational Resources for Best Practices in Teaching Online offered by CITR.
- Continued to maintain and update an online guide related to ALA's Banned Books Week at: <http://wiu.libguides.com/bannedbooks>
- Added more content to the RefTools database and checked all existing links: <http://wiu.edu/libraries/reference/reftools/index.php>
- Moved items on the Index Shelves to storage to free up space for tutoring.



- Continued to monitor titles in storage and Reference stacks for new mold outbreaks.
- Continued to monitor areas liable to leakage over Reference Stacks.

#### Resources Management Services-

- Successfully navigated our second year with the *Alma/Primo VE* Integrated Library Management System. We made progress developing new workflows as we continued our transition from an 18-year history with the *Voyager* ILMS (ending June 2020), and towards fully embracing the opportunities afforded by *Alma*. Through it all there have been countless examples of teamwork and collaboration as we worked to reach our goals.

#### In General-

- The most fundamental challenge that the WIU Libraries are facing during the 2021-2022 academic year is in the area of physical facilities.
- The Malpass Library building is having a serious situation with its public elevators. Two of them are broken without the possibility to repair. The third one is in constant needs to be repaired. This situation is creating a challenge not only for the WIU Libraries but for the whole university. Because the three public elevators not working properly, we are not in compliance with the ADA law and regulations.
- The restrooms at the Malpass Library are not in conditions to complain about the new demands and policies to have diversity, equity, and inclusion as part of the university's facilities. At the Malpass Library, the fundamental challenge is to have a gender-neutral restroom.
- The WIU Libraries collections are old. It is fundamental to update the collections that support the demands of scholars, students, and the community. To be part of the teaching, research, and community engagement of our programs, departments, and colleges, not only is necessary to update the collection, but to expand the total number of titles and volumes, printed and online.
- The commitment from the President's Office to diversity, equity, and inclusion, requires to have services and collections to reflex intellectually these new realities. The same challenge is to rethink our services and collections that strategically support international students.
- At the same time to help in the recruitment and retention of our students is important to expand our services and collections related to our region.

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

- We are working with the Provost's Office to establish the Learning Innovation Commons to bring in our curriculum, research projects, and community

engagement through the use of data management, retention, and sharing; data visualization; open access and scholarly communication; digital research project consulting, design, and implementation; GIS and mapping; textual quantitative analysis; visual design and user-interface development; digitalization of objects in 2 and 3 dimensions; digital publications.

- This Learning Innovation Commons is creating the opportunity to reconceptualize all the services and collections at the WIU Libraries. Last June 2022 a Blueprint Committee presented to the Provost's Office a reconceptualization of the WIU Libraries. As part of that reconceptualization will include the proposal for the establishment of 6 areas studies collections (Hispanic, Latinx, Caribbean Studies Collection; African and African Diaspora Studies Collection; European and Asian Studies Collection; Middle Eastern Studies Collection; Women, Gender, and LGBTQIA+ Studies Collection; Anti-Racism, Intolerance, Genocide, and Holocaust Studies Collection). Also, as part of this reconceptualization is the creation of the Center for Illinois Regional Heritage Studies, including Archives and Special Collections. The Center will be a collaborative project with the Illinois Institute for Rural Studies and the History Department.
- For the area studies collections, we are hiring a scholar-librarian that can help to develop them. We are using the C.T. Vivian Diversity Teaching Scholars Program.
- With U-Tech, the WIU Libraries already established the digital repository for the university. During Fall 2023, it will be promoted to start collecting and curating the data and information.
- Part of the reconceptualization of the WIU Libraries will include the change in focus for the services and collections from teaching-oriented to promoting the curriculum, research, and community engagement. An important part is the establishment of a new collection development policy that will increase the WIU Libraries collections from one million to two million.
- WIU Libraries will be proposing a new physical space for the new part of the collections. This new physical space will be also for the expansion in two years for the Learning Innovation Commons, the Western Illinois Research Center, areas studies, collections, and the Seminar for Intellectual History.
- To be part of the recruitment, retention, and promotion of the university's internationalization. The Illinois International Scholar Initiative grant proposal was awarded in September 2022 from the Title VI Undergraduate International Studies and Foreign Languages Program at the US Department of Education. This grant will be a collaboration with the Department of Political Science and Foreign Languages.

**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.**

- To plan to transform the WIU Libraries into the new College of Libraries, Digital, and Interdisciplinary Studies.
- To have the design and plan to develop phase 2 of the Learning Innovation Commons.
- To establish the collection development plans for the area studies collections.
- To design and develop the Center for Illinois Regional Heritage Studies.
- To design and develop the digital repository for the university.
- To present the Title VI Undergraduate International Studies and Foreign Languages grant proposal (phase 2).
- To identify resources to start increase the collections to two million books and volumes.

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

- To have approval from the Provost's Office for the plan to establish the new College of Library, Digital, and Interdisciplinary Studies.
- To start the operation of the Learning Innovation Commons at the Malpass Building as phase 2 of the project.
- To start the renovation of the Malpass Building in the physical areas (elevators and restrooms).
- To start the renovation and moving for the area studies collections and the Center for Illinois Regional Heritage Studies.
- To continue the development of the digital repository for the university at the University Libraries and Interdisciplinary Studies.

**List Major Faculty and Staff achievements:**

**List Major student achievements and recognitions:**

**List alumni activities:**

## **PART TWO (for Deans and Directors)**

### **What is Unique and Special about Your College**

- Describe the uniqueness of your college

### **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.

### **Barriers to Growth in Your College**

- List and describe the primary barriers to enrollment growth in your college.

### **Enrollment<sup>1</sup>**

- 5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in your college
- 5 years of headcount enrollment by race/ethnicity, gender, and country of origin
- 5 years total credit hour production by department
- Identify faculty-student ratio by college and department, with explanation of disciplinary norms

### **Degrees Conferred**

- Total number of degrees conferred for most recent academic year
- Total number of degrees conferred for most recent academic year per department and/or program
- Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin

### **Retention of Students**

- List retention initiatives for current students
- List retention initiatives for transfer students

### **Recruitment of Students**

- List recruitment initiatives for first year students
- List recruitment initiatives for graduate students

### **Recruitment and Retention of Faculty and Staff**

- Describe initiatives to retain faculty and staff
- Describe plans to hire faculty and staff

### **Courses**

---

<sup>1</sup> IR will create a "College Profile" for Deans and Directors.

- Total number of general education courses
- Total number of FYE courses
- Total number of major courses
- Total number of independent study, internship, and other courses
- Total number of graduate courses
- Number of courses offered through Macomb campus
- Number of courses offered through QC campus
- Number of courses offered through Online campus

### **Number of New and Revised Academic Programs**

- New Major Options [include audience for the program and aspect of mission served by the program]
- New Minors [include audience for the program and aspect of mission served by the program]
- New Certificates, Emphases, or Other [include audience and aspect of mission served]

### **Eliminated Academic Programs**

- Majors, minors, other

### **Faculty Activities**

- Achievements
  - Krista Bowers Sharpe was granted tenure and promoted to Assistant Professor
  - Jeff Hancks converted CSP 554 from face-to-face to hybrid format
  - Jeff Hancks transferred to the QC campus and began the process of taking over leadership of the QC Library
  - Sean Cordes participated in the Library Catalog Transition
  - Sean Cordes developed design of the new Resource Management Systems unit web page.
- Professional Development
  - Jeff Hancks attended the American College Personnel Association annual conference in St. Louis, MO.
  - Brian Clark attended the Zoom Video Conferencing Basics to Advanced workshop
  - Sean Cordes attended the Coursera training sessions for Strategy of Content Marketing and Understanding Research Methods
  - Krista Bowers Sharpe attended many webinars and conferences on DEIA issues in Higher Education and Academic Libraries
  - Michael Lorenzen attended the Copyright X online training through Harvard University

- Outreach and Significant Service
  - Jeff Hancks served on the Council for the Advancement of Standards in Higher Education
  - Krista Bowers Sharpe chaired the Illinois Association of College & Research Libraries Communications Committee
  - Sean Cordes served on Faculty Senate
  - Sean Cordes and Hunt Dunlap served on the University Technology Advisory Group
  - Sean Cordes served on the University Personnel Committee
  - Sean Cordes served on the BGS Advisory Board
  - Sean Cordes served on the CITR Advisory Committee
  - Sean Cordes served on the Campus Visit Advisory Group
  - Sean Cordes chaired the Council of International Education
  - Jade Kastel and Hunt Dunlap served on the E-Resources & Collections Librarian search committee. Hunt chaired the committee.
  - Jade Kastel, Bill Thompson, Craig Whetten and Jeff Hancks served on the Government Information & Sciences Librarian search committee
  - Jade Kastel served on the Director of Jazz Studies search committee
  - Bill Thompson served as the UPI President
  - Michael Lorenzen chaired the Government Information & Sciences Librarian search committee
  - Krista Bowers Sharpe, Brian Clark, and Sean Cordes served on the Dean of Libraries search committee
  
- Research:
  - Books:
  - Articles: 5
  - Conference Presentations: 7
  - Other: 1

### **Grant Activities and External Funding**

- We presented a grant to the Institute for Humane Studies at George Mason University to establish a Seminar of Intellectual History in collaboration with the Centennial Honors College. The Seminar follows the Greco-Latin tradition of a space for discussion about great ideas for humankind, with an important collection of books and materials about the history of great ideas.
- A proposal for 40 million was presented to the US Senate through the appropriation process to help in resolving the physical issues that WIU Libraries are confronting, to develop the Learning Innovation Commons, area studies collections, Western Illinois Research Center, building the collections to two million books and volumes, and to establish a second site for the WIU Libraries on campus.

- To be part of the recruitment, retention, and promotion of the internationalization of the university. By May 2022, the grant proposal will be presented, called Illinois International Scholar Initiative, to the Title VI Undergraduate International Studies and Foreign Languages Program at the US Department of Education. This grant will be a collaboration with the Department of Political Science and Foreign Languages.

**Value of Programming**

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

**Student Success**

- List student clubs and organizations in the college
- List results of any student surveys in your college, including surveys on student success, program development, student satisfaction, etc.
- List all new initiatives in the college regarding student success
- List all initiatives to support underrepresented student populations in your college

**Alumni Highlights**

- List notable highlights from college alumni

**Community and/or Regional Engagement from College**

- List notable community and regional engagement activities

**Conclusion**

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



## **2022 Accomplishments and 2023 Goals Bachelor of Arts in General Studies Degree Program Submitted by Jeff Hancks**

### **2022 Accomplishments**

#### **Enrollment Information**

**Total Fall 2022 Enrollment: 217 (Fall 2021: 224)**

**Total 2022 Graduates: 121**

**Total 2022 Completed Applications: 234**

**Total 2022 Admissions: 210**

**Total 2022 UNIV 490 Internship Enrollment: 9**

#### **Major Projects Accomplished**

BGS continued its integration into University Libraries in 2022. This was our first full year in Malpass Library, and the BGS staff continues to appreciate the additional resources which come with being a part of University Libraries. In-house technology support, in particular, has been a tremendous addition to our work lives. There is still more to do to fully integrate BGS into day-to-day library operations, but progress has been made.

Recruitment and retention were two key concepts in BGS in 2022. Our recruitment efforts were focused on developing and implementing a process to work with the nearly 7,000 former WIU students who left the institution without a degree and have not completed a bachelor's degree somewhere else. We were asked to coordinate this task for the campus by contacting these students and, if requested, channel them to the correct academic program for additional information. BGS was also a beta tester for a new texting service purchased by Enrollment Management to reach current students in a new way. We use this service to remind students about deadlines, encourage them to contact their advisor, and other important announcements from the BGS program. The service is useful, and it will likely be rolled out to the larger campus soon.

BGS also wrote a comprehensive retention plan, mapped to the University's retention plan. This was presented to the Provost and Vice President for Enrollment Management in December 2022. Our unit report was lauded as the most comprehensive and focused on campus. We are now in the process of implementing the key findings.

#### **Unit Goals for 2023**

Recruiting is an ongoing project in the Program, and it needs to be emphasized in 2023. BGS has not actively recruited in several years now due to large scale personnel reductions between 2016 and 2019 and the pandemic. We went from four advisors/recruiters to just one. The workload means the

remaining advisor only has time to handle the advising portfolio. Despite improved relations with Undergraduate Admissions, we have not realized an uptick in applications from entirely new applicants to the University.

After a short stay in BGS, Lissa Cullen moved to full time work in another department. We have been thinking creatively about how to replace this position, and we determined that using her line to create a dedicated recruiter for BGS was our best plan forward. Despite receiving approval for a recruiter and advertising for one, it is unknown if we will be allowed to finish the search and hire someone.

BGS needs to reengage its relations with regional community colleges. The market for degree completion programs is extremely competitive, and BGS has not done an adequate job at visiting community colleges and presenting WIU as an excellent, affordable option for degree completion. The fact that part-time transfer students are now eligible for the Western Commitment scholarship is significant and has not been appropriately communicated to potential transfer students and community college academic advisors. Articulation agreements don't by themselves attract many transfer students, but signing ceremonies with the President, Provost, and Dean on community college campuses do generate positive press for the BGS program.

### **2023 Unit Needs**

BGS is fortunate to report to a dean. BGS needs to utilize this new relationship to leverage increased attention to the program with the president, provost, admissions, marketing, and other university offices. I believe we have long suffered from a lack of attention from central administration. These relationships have improved since we moved under a dean, and I anticipate they will continue to improve going forward. We have important stories to tell in BGS, and we don't do enough to communicate them.

Recruitment assistance will be critical going forward. Whether this comes in the form of our own dedicated recruiter or by someone housed in Enrollment Management, it is vital. Almost all new students to BGS are internal transfers. This is great for overall university retention, but we are not attracting new students – and new revenue- to the institution. If we don't have someone actively promoting BGS at community colleges and elsewhere our enrollment will continue to decline.

The BGS Admissions / Records Coordinator is considering retiring. She is, without a doubt, the key employee in the day-to-day life of the BGS program. If and when she retires, it is essential that she is replaced, ideally with overlapping time for training. BGS currently operates on a bare minimum staffing level, and it's essential this position is maintained.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

## **Centennial Honors College**

### **The Purpose of These Documents**

With this annual report, Deans and Chairpersons/Directors will align past and future work in their programs and in the colleges as a whole with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027 (HVHE)*. Among other things, in the report Deans will describe what is unique about their College, document progress on enrollment, program development, and faculty development; document and develop recruitment and retention initiatives; and, finally, record and celebrate faculty, staff, and student successes and achievements.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

**1. What is unique and special about your College?**

The Honors College serves academically talented and motivated students who engage in specially designed honors programs. Students from all majors and colleges are welcome and have the opportunity to enroll in the Honors College. The Honors College offers courses with unique course titles and content that are only for students enrolled in the Honors College. Students have opportunities to work one-on-one with faculty on research and/or creative projects, for which they receive honors course credit upon completion. In the past, students enrolled in the College also received discounts from local and area vendors. The College is working on reviving this discount program to resume in the next academic year.

**2. Enrollment growth possibilities in your College**

*Include in this description, where possible, market data, audience profiles, national trends, employment data, and other indicators of market potential.*

- a. Go to local high schools to talk to juniors and seniors
- b. Provide high school counselors with information about the Honors College for them to share with students
- c. Offer dual enrollment honors courses (e.g. ENG 180/280) so that dual enrolled high school students can join the Honors College and maintain good standing
- d. Develop mentorship program and/or success series for new freshmen
- e. Collaborate with University Marketing and Undergraduate Admissions to develop new marketing plans and “Honors Day.”
- f. Create new honors opportunities to engage with each other and in the community
- g. Review and revise the honors curriculum with updated course offerings that are of interest to the students

**3. Barriers to growth in your College**

- Lack of scholarships to incentivize new and current honors students
- Lack of interest/motivation by students to pursue/complete honors
- Staffing shortage prohibits ability to offer engagement opportunities to support retention

**4. Enrollment**

*Institutional Research will create a “College Profile” for Deans and Chairpersons/Directors. Please note that most information can be found in the Fact Book. Include the following:*

- a. *5 years of headcount enrollment by new freshmen, new transfer, new graduate, and continuing undergraduate and graduate students in your College*
- b. *5 years of headcount enrollment by race/ethnicity, gender, and country of origin*
- c. *5 years total credit hour production by Department/School*
- d. *Identify faculty-student ratio by College and Department/School, with explanation of disciplinary norms*

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

- a. **5 years of headcount enrollment by new freshmen, new transfer, new graduate and continuing undergraduates and graduate students in your College**

|               | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---------------|-----------|-----------|-----------|-----------|-----------|
| New Freshmen  | No data   | 169       | 132       | 73        | 93        |
| New Transfers | No data   | 61        | 49        | 46        | 18        |
| Continuing UG | No data   | 603       | 764       | 489       | 350       |

- b. **5 years of headcount enrollments by race/ethnicity, gender, and country or origin**

|                  | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|------------------|-----------|-----------|-----------|-----------|-----------|
| American Indian  | 1         | 2         | 3         | 2         | 2         |
| Asian            | 10        | 19        | 14        | 14        | 13        |
| Black            | 151       | 101       | 92        | 77        | 49        |
| Foreign          | no data   | no data   | no data   | no data   | 13        |
| Hispanic         | 96        | 86        | 87        | 74        | 45        |
| Other            | 14        | 7         | 12        | 14        | 9         |
| Pacific Islander | 1         | 1         | 1         | 0         | 0         |
| Two or More      | 35        | 24        | 18        | 10        | 17        |
| Unknown          | 10        | 12        | 8         | 5         | 0         |
| White            | 654       | 581       | 529       | 383       | 312       |
| Female           | 303       | 534       | 515       | 425       | 326       |
| Male             | 331       | 299       | 249       | 183       | 134       |

- c. **5 year total credit hour production by Department School**  
d. **Identify faculty-student ration by College and Department/School, with explanation of disciplinary norms**

**5. Degrees conferred**

*Include the following:*

- a. *Total number of degrees conferred for most recent academic year*
- b. *Total number of degrees conferred for most recent academic year per department and/or program*
- c. *Number of degrees conferred for most recent academic year per race/ethnicity, gender,*

**Western Illinois University  
Academic Affairs, Annual Reporting Documents —Deans  
Academic Year 2022–2023**

Due to Provost’s Office: **May 12, 2023**

*country of origin*

- a. **Total number of degrees conferred for most recent academic year**
  - Fall 2022: 25
  - Spring/summer 2023 (anticipated): 90
- b. **Total number of degrees for most recent academic year per department and/or program**

|                         | Fall 2022 | Spring/Summer<br>2023<br>anticipated |
|-------------------------|-----------|--------------------------------------|
| General Honors          | 9         | 39                                   |
| Major Honors            | 5         | 30                                   |
| University Honors       | 10        | 19                                   |
| Pre-Law Honors<br>Minor | 1         | 2                                    |

- c. **Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin**

**6. Retention of students**

*List retention initiatives for the following:*

- a. *Current students*
- b. *Transfer students*

a. **Current students**

Ice cream social; Fall fling; Host Game night in the residence hall; Host “Donuts with the Dean” in the Honors College; Provide regular email communications to students; Encourage student participation in the Student Honors Association (SHA); Seek student assistance with Discover Western and other events that are hosted by the College; Encourage students to meet regularly with their Honors Academic Advisors

b. **Transfer students**

Ice cream social; Fall fling; Host Game night in the residence hall; Host “Donuts with the Dean” in the Honors College; Provide regular email communications to students; Encourage student participation in the Student Honors Association (SHA); Seek student assistance with Discover Western and other events that are hosted by the College; Encourage students to meet regularly with their Honors Academic Advisors

**7. Recruitment of students**

*List recruitment initiatives for the following:*

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

- a. *First-year students*
- b. *Graduate students*

The Honors College recruits undergraduate students by:

- Participating in Discover Western events and departmental open houses
- Hosting on-campus recruiting presentations for current students
- Weely preparing and mailing recruitment brochures to students recently admitted to WIU who meet the criteria to be admitted into Honors
- Meeting with interested/accepted students and their parents via Zoom
- Ensuring that the information on the College's webpage is up to date

**8. Recruitment and retention of faculty and staff**

*Describe the following:*

- a. *Initiatives to retain faculty and staff*
- b. *Plans to hire faculty and staff*

Click or tap here to enter text.

**9. Courses**

*Include the following:*

- a. *Total number of general education courses*
- b. *Total number of FYE courses*
- c. *Total number of major courses*
- d. *Total number of independent study, internship, and other courses*
- e. *Total number of graduate courses*
- f. *Number of courses offered through Macomb campus*
- g. *Number of courses offered through QC campus*
- h. *Number of courses offered through Online campus*

|                                                | Fall<br>2022 |
|------------------------------------------------|--------------|
| GH 101: TRUTH (ENGLISH 180/280)                | 9            |
| GH 101: UTOPIA/DYSTOPIA (ENGLISH 180/280)      | 15           |
| GH 101: LITERATURE OF PLACE (ENGLISH 180/280)  | 13           |
| GH 299: MINDFULNESS FUND (COLLOQUIUM)          | 20           |
| GH 299: WEALTH MGT (COLLOQUIUM)                | 17           |
| GH 299: SEE INVISIBLE (COLLOQUIUM)             | 11           |
| GH 302: ECONOMICS SUST FOODS (SOCIAL SCIENCES) | 12           |
| GH 333: INDEP STUDY                            | 0            |
| GH 444: IND SR RESEARCH                        | 0            |
| TOTAL GENERAL HONORS ENROLLMENT                | 97           |

|                                               | Spring<br>2023 |
|-----------------------------------------------|----------------|
| GH 101: UTOPIA/DYSTOPIA (ENGLISH 180/280)     | 15             |
| GH 101: LITERATURE OF PLACE (ENGLISH 180/280) | 18             |



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

|                                                |    |
|------------------------------------------------|----|
| GH 299: WEALTH MGT (COLLOQUIUM)                | 17 |
| GH 299-51: ASPECTS SUSTAINABILITY (COLLOQUIUM) | 11 |
| GH 299-52: ASPECTS SUSTAINABILITY (COLLOQUIUM) | 5  |
| GH 301: GAMING THE PAST (HUMANITIES)           | 13 |
| GH 302: CITIZENT POLITICS                      | 9  |
| GH 333: INDEP STUDY                            | 0  |
| GH 444: IND SR RESEARCH                        | 0  |
| TOTAL GENERAL HONORS ENROLLMENT                | 88 |

### 10. Number of new and revised academic programs

*Include the following:*

- a. *New major options (include audience for the program and aspect of mission served by the program)*
- b. *New minors (include audience for the program and aspect of mission served by the program)*
- c. *New certificates, emphases, or other (include audience and aspect of mission served)*

Click or tap here to enter text.

### 11. Eliminated academic programs

*List eliminated majors, minors, other*

Click or tap here to enter text.

### 12. Faculty activities

*Include the following:*

- a. *Achievements*
- b. *Professional development*
- c. *Outreach and significant service*
- d. *Research (books, articles, conference presentations, other)*

Click or tap here to enter text.

### 13. Grant activities and external funding

Click or tap here to enter text.

### 14. Value of programming

*Explain how departments, programs, and other aspects of your College add value to the educational experiences of Western's students.*

Students in the Centennial Honors College enjoy specialized courses which count towards their general education and graduation requirements through the General Honors program. General Honors courses have lower enrollments accessible only by honors students. This provides for more in depth interaction with honors faculty and other honors students, and engages students in deeper critical thinking activities. Through Major Honors, students get the opportunity to engage in research and creative projects in a one on one mentoring relationship with their course instructors. The Pre-Law Honors minor offers an interdisciplinary minor for honors students to complete foundational coursework to prepare them for legal studies. Graduates of the Centennial

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

Honors College are recognized for scholarly and creative accomplishments, setting them apart from non-honors students. These accomplishments are noted on students' official transcripts and enhance students' resumes when competing for graduate school and employment opportunities.

The Honors College also hosts several events each academic year. The events are not only for students in the Honors College. All students at WIU are welcome to participate in the events. One such event is the observance of Constitution Day, which is a collaborative effort between the Honors College and the Department of Political Science. The College also hosts the annual Pre-Law Symposium for students who are aspiring to obtain careers in the field of law. The College also hosts the annual Jill M. Brody Pre-Med Symposium for students who are considering future careers in some aspect of medicine. The annual Thomas E. Helm Undergraduate Research Day in Macomb and the Research Conference in the QC enable students to work with faculty to broaden their research interests, and to showcase their work and creative projects with those in attendance. All of these events serve to enhance the educational opportunities for students at WIU.

## **15. Student success**

*List the following:*

- a. Student clubs and organizations in the College*
- b. Results of any student surveys in your College, including surveys on student success, program development, student satisfaction, etc.*
- c. All new initiatives in the College regarding student success*
- d. All initiatives to support underrepresented student populations in your College*

### **a. Student clubs and organizations in the College-**

- Student Honors Association (SHA)

### **b. Results of any surveys in your College, including on student success, program development, student satisfaction, etc.**

- 1) Focus Groups were conducted in the fall of 2022. Honors students discussed the following:
  1. They felt as if honors faculty do not take the time to get to know their students
  2. They would like to see a broader range of courses to choose from
  3. Have more events like the Fall Fling, which was a new event offered for the first time in fall 2022.
  4. They would like the RAs on the honors LLC floors to be honors students so they can relate better to honors students; they would also like for RAs to conduct/host activities for honors students.
  5. Students stated they were not aware of services such as the Writing Center, Captain's Closet, and other academic support options.
  6. They would like to get involved with the College by providing assistance with giving tours; providing programs on study skills; assisting students by providing information on how to get around campus.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

7. They would like to see/hear more from SHA and have more opportunities to get involved.
8. They would like to have welcome meetings where new students meet with current students – have treats and t-shirts to make students feel welcome.

**c. All new initiatives in the College regarding student success**

- The academic honors advisors are working with the first-year advisors in the early stages of Registration 101. Honors advisors receive information submitted by honors freshmen, use Transferology to prepare articulations and honors course recommendations, which are sent to the first-year advisors to assist with course scheduling.
- A new welcome brochure was created to reiterate information new honors students should be aware of as they are planning their first semester at WIU.
- New events include the Fall fling, Game Night, Donuts with the Dean, and the Honors College Recognition Ceremony.

**d. All initiatives to support underrepresented student populations in your College**

- The Honors College admissions criteria has been revised to include the option for incoming freshmen, transfer students, and current WIU students, to submit an essay, which would be reviewed by the Dean of the Honors College. The students electing this option for entry into the Honors College will be guided by prompts for the composition of their essays. Including such a revision to the honors admissions criteria, may serve to encourage more students to consider enrolling in the Honors College and completing the requirements to graduate as an Honors Scholar. Students will be able to envision themselves in the Honors College. A student who demonstrates, through their written essay, the desire to enroll in honors and put in the work necessary to maintain the Honors College graduation requirements, will be granted serious consideration for entry into the Honors College.
- A review of the some of the scholarship criteria may also serve to address this initiative.
- The Honors Academic Advisors also encourage students to schedule meetings with the advisors, who will not only discuss the honors requirements with the students, but also inform them of the resources that are available at WIU.

## **16. Alumni highlights**

*List notable highlights from College alumni.*

Click or tap here to enter text.

## **17. Community and/or regional engagement from College:**

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents —Deans**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

*List notable community and regional engagement activities.*

The Honors College has been in discussions with the Mayor of the City of Macomb, the Macomb Area Convention and Visitors Bureau, the Macomb Area Economic Development Corporation (MAEDCO), the Provost and Academic Vice President, and others about developing a program to offer more opportunities for honors students to engage with industry. There is significant interest in developing such a program, however, the details of the collaborative efforts have not been finalized. The idea is to offer more experiential/entrepreneurial opportunities for students. Students may engage in a long-term project with an industry. Opportunities would also be provided to students in the Quad Cities. Those discussions have not yet occurred.

## **18. Conclusion**

The Honors College is in the process of completing a S.W.O.T. Analysis and a Strategic Plan for the College. The College has also assembled an ad hoc committee consisting of faculty from the Honors Council and one of the Honors Academic Advisors to conduct a thorough review of the current honors curriculum and suggest some recommendations for revisions, if any are needed.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

## **Illinois Institute for Rural Affairs / Illinois Innovation Network.**

### **The Purpose of These Documents**

With this annual report, Directors will align past and future work in their units with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027* (HVHE). Among other things, in the report Directors will describe what is unique about their program, document progress, define initiatives, and record successes and achievements.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

**1. Mission statement:**

**About Us**

The Illinois Institute for Rural Affairs (IIRA) is an academic unit hosted by Western Illinois University. The IIRA builds the capacity of community leaders and policymakers by providing technical support, applied research, policy evaluation, on-campus teaching, and training across the state. IIRA is a clearinghouse for information on rural issues, coordinates rural research, and works with state agencies on issues of importance to rural communities.

**Mission**

The Illinois Institute for Rural Affairs seeks to improve the quality of life for rural residents by collaborating with public and private agencies on local development and enhancement efforts.

**2. What is unique and special about your unit?**

**The IIRA is unique for at least six reasons, including:**

- i. Work with Governors Rural Affairs Council and the Lt. Governor.* The IIRA is the only academic unit of its type in the entire United States. The State of Illinois created IIRA in 1989 as part of a state initiative to address the 1980s Farm Crisis and the intractable challenge of rural economic stagnation.

A 1989 Illinois Governor's Executive Order created the Governor's Rural Affairs Council (GRAC) to address rural development issues. State leaders recognized that the Farm Crisis was not just an agricultural issue. They recognized that the Farm Crisis was actually a rural development issue that affected both the farm and rural non-farm economy. To address this complex challenge, state leaders decided to create the GRAC as a multiagency forum, chaired by the Lt. Governor, as a holistic response to rural development.

The GRAC is composed of 19 state agencies and nonprofit organizations, including the IIRA. The same executive order that created the GRAC, describes the IIRA as, "the State's Academic clearinghouse for rural development data and initiatives." Its mission is to work with the Office of the Lt. Governor and multiple state agencies to improve the quality of life in rural Illinois. The IIRA is the only agency in the entire state of Illinois with a mission focused on rural community and economic development.

- ii. Research Emphasis Stipulated by Governor's Executive Order.* The IIRA is also unique on campus because it is a tenure-granting academic unit, which prioritizes research as much as teaching and outreach. The executive order recognizing the IIRA also stipulates that each year, the IIRA will create an annual report for the GRAC documenting conditions in rural Illinois and making recommendations for improvement. The IIRA submits this report each year to the Office of the Lt. Governor and the Illinois General Assembly.
- iii. Emphasis on Critical Praxis—Linking Research, Teaching, and Outreach.* With its emphasis on research, teaching, and outreach, the IIRA is unique on campus for the extent to which it engages in *critical praxis*. This is the idea that we conduct research on community and economic development. We teach about our theories. We then put into practice our

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

theories. Finally, we reflect on the outcomes of the practical applications of the theories to improve what we do. We recognize that other WIU academic units also link research, teaching, and the practical applications of the research through outreach. Examples of this could include the School of Agriculture and EAGIS / GIS Center. At a minimum, we hypothesize that the IIRA engages in critical praxis as much as any other WIU academic unit.

- iv. ***Reliance on External Funding.*** The IIRA is also the only tenure-granting academic unit on campus that relies on external sources for two-thirds of its funding. In 2021, WIU budgeted \$819,559 for IIRA. The IIRA actually spent \$565,000 in WIU appropriated funds but raised \$1,572,000. That means that in 2021 for every dollar WIU provided to the IIRA in appropriated funding, the IIRA raised another \$2.78 dollars.
  - v. ***Recruiting Students for other WIU Departments.*** The IIRA hosts the WIU Peace Corps Fellows (PCF) program on campus. We recruit returned Peace Corps Volunteers who have served their time overseas and are looking to pursue a graduate degree. The IIRA recruits Peace Corps Volunteers for its MA degree in Community and Economic Development (MA in CED). However, we also recruit for ten other departments on campus, including EAGIS, Sociology, Political Science, RPTA, MBA, Economics / Decision Sciences, MLAS, Public Health, and Education. Geography (EAGIS) and RPTA have had more PCFs on the WIU campus than any other.
  - vi. ***IIRA and its Director Represent WIU to the Illinois Innovation Network.*** Effective July 1, 2022, the IIRA director also took on the title of WIU Dean for Innovation and Economic Development. The IIRA director / WIU Dean serves as the liaison between WIU and the Illinois Innovation Network (IIN). In this role, the IIRA is working to strengthen research, teaching, and outreach partnerships with other universities across the state.
- 

**3. Did the unit participate in any recruitment and/or retention activities? If yes, please explain.**

The IIRA manages the WIU Peace Corps Fellows (PCFs) program and the MA Degree Program in Community and Economic Development (MA in CED). The IIRA adopts several recruitment and retention strategies, including:

- i. ***Recruiting—Graduate School Recruitment Fairs.*** The IIRA / MA in CED has participated in several previous fairs organized by the WIU School of Graduate Studies.
- ii. ***Recruiting—Social Media.*** The IIRA maintains a MA in CED Facebook.
- iii. ***Recruiting—Individual Recruiting.*** We reach out to students who have applied but have not committed to coming to WIU. We arrange telephone calls and zoom chats with prospective students to tell them about the merits of WIU and our degree program.
- iv. ***Recruiting—Expand Program Delivery.*** The IIRA officially only offers the MA in CED in hybrid form through the WIU-QC campus. We also now offer it in a face-to-face format on the WIU-Macomb campus. We need to make this official. We believe that offering this flexibility can help us to recruit students.
- v. ***Recruiting—Midwest Community Development Institute (Midwest CDI).*** This is a weeklong workshop held each August in Moline. We tout the merits of the MA in CED



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

- program by noting that students can get academic credit by participating in the Midwest CDI workshops. We manage social media pages to promote the Midwest CDI.
- vi. **Recruiting—Peace Corps Fellows / AmeriCorps VISTA.** The IIRA's Peace Corps Fellows program actively recruits students to attend WIU graduate programs throughout the year. We have access to the AmeriCorps / Peace Corps directories of Returned Peace Corps Volunteers (RPCVs) and VISTA (Volunteers in Service to America) volunteers. We recruit these RPCVs to attend WIU and enroll in one of 10 graduate degree programs. In 2021, we recruited 18 RPCVs to enroll as Peace Corps Fellows on the WIU campus.
- vii. **Retention—Regular Email Engagement.** We offer the MA in CED program in both hybrid and face-to-face formats. In order to keep hybrid students engaged, we regularly reach out to make sure they are doing okay.
- viii. **Retention—Training Events.** We bring Peace Corps Fellows and MA in CED students together to participate in periodic training events. This includes on-campus training, but it also includes free registration to participate in our annual rural development conference. This helps to build a sense of community.
- ix. **Retention—Social Events.** We periodically schedule social events throughout the academic year to help build a sense of connection between the students and with faculty and staff.
- 

**4. List any learning outcomes or other performance measures in the unit:**

The IIRA Offers the MA Degree in Community and Economic Development (MA in CED). We have developed learning outcomes, which WIU posts on its webpage here: [http://www.wiu.edu/provost/learningoutcomes/LO\\_MA\\_CED.php](http://www.wiu.edu/provost/learningoutcomes/LO_MA_CED.php).

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

1. Demonstrate the ability to engage in systems thinking by applying classical and contemporary concepts of community development such as Asset Based Community Development (ABCD) and the Triple Bottom Line (TBL) to develop a personal philosophy of, and approach to, community development (*community development skills*).
2. Demonstrate an ability to explain the factors, assets, and deficits that affect a local economy; demonstrate the ability to implement an economic development model and prescribe a set of policies that can help improve the economic development trajectory of a local economy (*economic development skills*).
3. Demonstrate analytic and research methods commonly used in the field of community and economic development to help community stakeholders make informed decisions about plans of action (*analytic and research skills*).
4. Communicate in written format, in face-to-face settings, online, and through social media (*communication skills*).

In addition to learning outcomes linked to our MA degree in Community and Economic Development, we have an additional 28 metrics we track each year. We summarize these metrics below, going back 34 years to our founding in 1989—with metrics for 1990 (Table 1).

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

**Table 1. IIRA CY 2022 Metrics for 2023 CAR Report**

| IIRA Metrics Calendar Year                         | 1990        | 2010        | 2015        | 2020        | 2021        | 2022        | Total       |
|----------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Inputs</b>                                      |             |             |             |             |             |             |             |
| <i>Faculty and Staff</i>                           |             |             |             |             |             |             |             |
| Full-time/Part-time                                | 9           | 36/1        | 29/1        | 19/2        | 17/1        | 21          | -           |
| Peace Corps Fellows on campus                      | 0           | 14          | 14          | 15          | 18          | 13          |             |
| Graduate Students                                  | 0           | 0           | 8           | 3           | 3           | 3           | -           |
| Student Workers                                    | 5           | 9           | 11          | 6           | 0           | 0           | -           |
| Peace Corps Preps                                  |             |             |             | 6           | 3           | 0           |             |
| VISTA Volunteers beginning 2019                    |             |             |             | 26          | 40          | 28          |             |
| <i>Grants</i>                                      | 5           | 49          | 30          | 28          | 36          | 41          | 885         |
| Indirect Cost Dollars (000's)                      | 0           | 257         | 202         | 138.7       | 130         | 83          | 2,657       |
| Appropriated Dollars (000's)                       | 250         | 1,612       | 1,643       | 605.7       | 565         | 639         | 32,681      |
| Grant Dollars (000's)                              | 480         | 2,673       | 1,703       | 1,466       | 1,572       | 1,326       | 48,544      |
| Total Dollars (000's)                              | 730         | 4,285       | 3,346       | 2,072       | 2,127       | 1,965       | 81,254      |
| <b>Leverage Ratio (Grant \$ ÷ Appropriated \$)</b> | <b>1.92</b> | <b>1.66</b> | <b>1.04</b> | <b>2.42</b> | <b>2.78</b> | <b>2.07</b> | <b>1.49</b> |
| % Grants Received                                  | 100         | 82          | 92          | 90          | 89          | 100         | 86%         |
| Toll Free Number                                   | 601         | 1,184       | 804         | N/A         | N/A         |             | 62,133      |
| Miles Traveled (000's)                             | 31          | 273         | 130         | 20          | 19          | 49          | 4,302       |
| <b>Outputs</b>                                     |             |             |             |             |             |             |             |
| Conference Presentations                           | 15          | 23          | 143         | 21          | 12          | 8           | 1,398       |
| Presentations Non-Conference Beginning 2019        |             |             |             | 45          | 65          | 44          | 197         |
| MAPPINGS                                           | 0           | 4           | 4           | 3           | 2           | 5           | 265         |
| Mailings (000's)                                   | 10.4        | 9.3         | 10          | 2.5         | 2.8         | NA          | 708         |
| Surveys                                            | 2           | 59          | 71          | 1           | 25          | 3           | 731         |
| Teaching - # of Students Taught                    | 260         | 219         | 176         | 98          | 144         | 101         | 8,709       |
| Teaching - Total # of Students in MA CED Program   | 0           | 0           | 0           | 20          | 22          | 15          | --          |
| Training Programs                                  | 0           | 195         | 186         | 62          | 23          | 114         | 2,694       |
| Books                                              | 0           | 0           | 1           | 0           | 0           | 1           | 21          |
| Chapters/Articles                                  | 24          | 22          | 10          | 24          | 52          | 2           | 587         |
| Rural Research Reports / Research Briefs           | 3           | 6           | 3           | 2           | 2           | 23          | 249         |
| Trade Publications and Technical Reports           | 0           | 17          | 19          | 3           | 0           | 6           | 367         |
| Total Publications                                 | 27          | 45          | 33          | 29          | 54          | 32          | 1,200       |
| <b>Outcomes</b>                                    |             |             |             |             |             |             |             |
| Conference Participants                            | 1383        | 7,764       | 6,838       | 5,561       | 1,089       | 2,651       | 163,860     |
| Awards                                             | 1           | 1           | 0           | 2           | 2           | 0           | 79          |
| Jobs Created/Retained*                             | 0           | 684         | 353         | 402         | 381         | 99          | 7,497       |
| SBDC Debt and Equity Funding (Loans) (\$000's)     | 0           | 5,303       | 3,356       | 3,900       | 6,467       | 287         | 57,760      |
| VASDC Debt and Equity Funding (Loans) (\$000's)    | 0           | 0           | 0           | 127         | 125         | 283         | 535         |

**5. Describe unit strengths:**

The IIRA has many strengths despite having its appropriated budget cut by 2/3 since 2015.

- i. **Award-Winning Outreach.** The IIRA offers award-winning outreach. In 2021, the University Economic Development Association (UEDA) bestowed upon the IIRA its award of excellence for university-based outreach innovation. Here is the UEDA announcement of our award: <https://universityeda.org/ueda-announces-category-leaders-for-2021-awards-of-excellence>. Prior to that, IIRA programs have earned national recognition from agencies such as the Community Development Society, the National Association of Development Organizations (NADO), the Illinois Council on Food and Agricultural Research (C-FAR), and the Quad Cities Hispanic Chamber of Commerce.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

- ii. **High Quality Teaching.** The IIRA offers high quality teaching. Former students write to us or visit to say that they enjoyed taking courses with us (Fig. 1). The student below went on to earn a Ph.D. and is a faculty member at University of Tennessee.

**Figure 1. Photo of IIRA Director Chris Merrett and Former Graduate Student Neelam Poudyal**



I also attach an email from a recent graduate of our MA in CED program (Fig. 1). She was a Peace Corps / AmeriCorps Fellow serving her internship in Rushville. She was recently hired by the city of Sunnyside, Washington, to be their City Planner / Community Developer. I include this email to show that we are an engaged teaching department, in addition to our research and technical assistance outreach work.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

**Figure 2. Email from Student**



Christopher Merrett <cd-merrett@wiu.edu>

---

## Reversing the Exodus SCEDC

1 message

**Sydney Dewees** <sl-deweese@wiu.edu>

Wed, May 24, 2023 at 9:46 AM

To: "Merrett, Christopher" <CD-Merrett@wiu.edu>

Hello Dr. Merrett,

Hope your summer has kicked off strong! I have been loving my summer thus far. I have great news and even better news after that! My great news is that I went sky diving last weekend for the first time and didn't die! I think you should go skydiving.. being part of the Canadian Air Force, did you have to? My even better news is that I got offered the position for Sunnyside Washington's City Planner. and I took it! I will be leaving Macomb and starting my job in Sunnyside in August! Thank you for helping me make it here, I would have never thought I would have been able to make it to this point in my life..on so many levels. Having a professor like you is so rare and I can't express to you how truly grateful I am to be part of the Fellowship and get the opportunity I have been HANDED to me through the IIRA. If I ever come back to Illinois to live, I hope that I can somehow find a way to support the organization or be part of the organization.

Anyway, just thought I would keep you posted like you asked!

*Sydney DeWees,*

Economic Development Associate | SCEDC Schuyler County Economic Development Commission

Peace Corps & AmeriCorps Fellow | Illinois Institute for Rural Affairs

Community and Economic Development Graduate Student

AmeriCorps VISTA 2020-21

AmeriCorps State and National 2022

- 
- iii. **High Research Productivity.** The IIRA has a productive research program driven in part by the Governor's Executive Order which describes the IIRA as the, "States academic clearinghouse for rural development data and initiatives." We interpret this to mean that we must regularly publish research on a range of topics related to rural development. In 2022, Chris Merrett and Norm Walzer edited *Rural Areas in Transition*, published by Routledge: <https://www.routledge.com/Rural-Areas-in-Transition-Meeting-Challenges--Making-Opportunities/Walzer-Merrett/p/book/9781032249001>. We also publish *Rural Research Reports*, *Rural Research Briefs*, and other reports available on the IIRA website: <https://www.iira.org/>. This research is picked up by national media such as CNN: <https://www.cnn.com/2019/07/19/business/dollar-general-opposition/index.html>.
- iv. **Diverse Funding Sources.** The IIRA continues to secure two-thirds of its funding from a diverse set of external agencies including the USDA, Illinois Department of Commerce and Economic Opportunity (DCEO), the Illinois Department of Transportation (IDOT), AmeriCorps, the Office of the Illinois Lt. Governor, sponsorships, and fees for services.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

- v. ***IIRA Serves as Statewide Ambassador.*** The IIRA serves as an ambassador and trusted partner with other public and private sector agencies across the state. For example, in 2022, we secured a DCEO Broadband READY grant to promote broadband adoption and digital literacy. Partners in this project included John Wood Community College, Two Rivers Regional Council, the Workforce Development Board, Two Rivers RC&D, Spoon River College, and the McDonough Telephone Cooperative.
- 

**6. Describe unit challenges:**

**At this point, there are at least five challenges:**

- i. ***Too Few Faculty Members.*** The IIRA was established as a research center. While IIRA faculty and administration published books and articles this year, we still need a new faculty member to increase IIRA research productivity and help to teach courses in the MA in CED program. Currently, with just two Ph.D. staff members, including one faculty member and the IIRA director, the IIRA is out of compliance with the WIU School of Graduate Students. As noted in the WIU Graduate Studies Catalog, a graduate thesis committee must be composed of three faculty members from the degree-granting program. The IIRA cannot meet that requirement. At one time, the IIRA had five Ph.D. faculty and staff members. That has not been the case since 2017.
- ii. ***Salary Inversion Issues.*** We have two IIRA staff members whose base salary is lower than that of subordinate IIRA employees who have been at WIU a shorter period of time. We would like to address this issue using external funds.
- iii. ***Inadequate Operating Funds.*** We currently have \$10,000 in operating funds. The IIRA is supposed to be the statewide leader for research, teaching, and outreach related to rural development. We could use expanded operating funds to help us print some of our publications and underwrite costs related to rural development research. These costs could include purchasing data, conducting surveys, and so forth.
- iv. ***Turnover of Key Staff Members.*** Two highly valued employees retired this year. We have been able to replace the program manager of our Small Business Development Centers (SBDCs) by promoting from within. We are not able to replace the other person due to budgetary constraints. We will lose a lot of experience. For example, we no longer have the capacity to conduct economic impact analyses. We will make it through this transition, but will be working to rebuild these lost skill sets through internal training and new hires in the future.
- v. ***Hiring New Civil Service Employees.*** We are trying to hire a new procurement business specialist for the WIU-QC campus. We started the process in late 2022. We have had three failed searches and have started our fourth attempt. This is part of effort to start a new Procurement Technical Assistance Center (PTAC) on the WIU-QC campus.
-



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

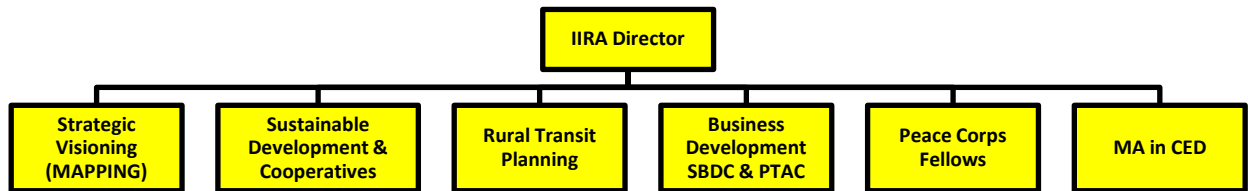
**7. Identify opportunities for your unit in the short term:**

The IIRA could improve the delivery of its MA in CED Program. Right now, with just two faculty members and a heavy reliance on adjunct faculty, we are not meeting our potential. If WIU staffed the IIRA appropriately, the MA in CED program would be better run with the capacity to enroll more students.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals.**

The IIRA is composed of six programs, each with its own set of goals. I include a basic organization chart (Fig. 3):

**Figure 3. IIRA Organization Chart**



Here are the goals we have set for the upcoming year for each program, as well as for the IIRA:

- i. ***Management and Planning Programs for Non-Metropolitan Groups (MAPPING)***. This is the IIRA community planning outreach program. This program also supports our VISTA (Volunteers in Service to America) program. Goals for upcoming year include:
  - a. Secure \$160,000 DCEO Funding for MAPPING.
  - b. Work with at least four communities to create and implement their strategic plans.
  - c. Work with one community foundation to develop their strategic plan.
  - d. Secure \$50,000 in AmeriCorps VISTA funding.
  - e. Recruit and deploy at least 25 VISTA volunteers in rural Illinois communities.
  
- ii. ***Value-Added Sustainable Development Center (VASDC)***. This program conducts research and delivers outreach related to local food systems, cooperatives, community-supported enterprises, and other issues related to rural community sustainable development. Goals for upcoming year include:
  - a. Secure \$200,000 in USDA Rural Co-op Grant Funds.
  - b. Work with four communities to address rural food desert issues. These communities could include Sheffield, Cissna Park, Farmer City, and Hopkins Park.
  - c. Open one rural grocery store co-op.
  - d. Continue work on the USDA Socially Disadvantaged Groups Grant.
  - e. Continue work on the Illinois Local Food Promotion Program.
  - f. Field community inquiries for technical assistance.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

- iii. ***Rural Transit Assistance Center (RTAC)***. RTAC helps communities without fixed-route public transit services to plan, implement, and maintain their “demand-response” rural public transit systems. RTAC works with rural transit systems that receive 5310 and 5311 Federal Grant support dollars. Goals for the upcoming year include:
- a. Plan to renew \$1,600,000 IDOT grant, which extends over three years.
  - b. Host annual rural transit conference in Springfield, Illinois.
  - c. Host annual ROADEO driver training conference / competition.
  - d. Conduct annual transit system capital needs assessment survey for IDOT.
  - e. Deliver ten training workshops, including two paratransit training events.
  - f. Publish quarterly ***TransReport*** newsletter.
  - g. Maintain and monitor rural transit listserv to address rural transit provider needs.
  - h. Help transit systems solve technical assistance inquires on an as-needed basis.
- iv. ***Business Development: Small Business Development Center (SBDC) and Procurement Technical Assistance Center (PTAC)***. The SBDCs at WIU help promote new business startups, business expansion, and business succession planning. The two WIU SBDCs serve a 22-county region in west central Illinois and northwest Illinois. The PTAC office helps businesses sell goods and services to local, state, and federal government agencies. The WIU PTAC office currently serves Macomb to the Metro East area, with some service delivered to the Quad Cities. Goals for the upcoming year include:
- a. SBDC. Secure \$255,000 in DCEO funding to support two WIU SBDC offices.
  - b. SBDC. Work with at least 200 clients interesting in starting a new business.
  - c. SBDC. Help at least 10 entrepreneurs actually start their business.
  - d. SBDC. Help entrepreneurs secure at least \$3,000,000 in loans.
  - e. SBDC. Help businesses create / retain at least 100 jobs in 22-county region.
  - f. SBDC. Help manage the Minority Empowerment Grant Program for 2022.
  - g. PTAC. Secure \$75,000 DCEO grant to operate PTAC office.
  - h. PTAC. Help at least 100 businesses secure a government contract.
  - i. PTAC. Maintain at least 100 active clients.
  - j. PTAC. Help clients secure at least \$1,000,000 in government contracts
  - k. PTAC. Hire a new PTAC person to work from the WIU-QC campus.
  - l. PTAC / SBDC. Deploy \$400,000 earmark funds from Rep. Bustos to expand minority business startups, expand existing businesses through procurement, and help businesses looking for exit options create viable business success plans.
- v. ***Peace Corps Fellows (PCF)***. The PCFs program recruits Returned Peace Corps Volunteers (RPCV) to enroll in one of eleven WIU graduate degree programs. The PCFs spend 2-3 semesters on the WIU campus taking courses. The IIRA then places PCFs in a rural Illinois community to serve an 11-month, 40-hour per week internship as part of their capstone experience. The IIRA attempts whenever possible to place a PCF in a community that has gone through our MAPPING strategic planning process. Goals for the upcoming year include:
- a. Secure \$75,000 in USDA funding to support the program.
  - b. Secure \$196,548 in AmeriCorps funding to support the program.
  - c. Recruit 8-12 RPCVs to come to WIU.
  - d. Recruit 8-12 communities to serve as PCF internship sites.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

- vi. ***MA Degree in Community and Economic Development (MA in CED)***. The IIRA began offering the MA in CED degree in fall 2016. During the application process to offer the degree, the IIRA stated in its application to WIU leadership and the Illinois Board of Higher Education (IBHE) that with its staffing level in 2015, it could aim for and sustain enrollment at 20 full time students. In 2015, the IIRA had five staff members with Ph.D. degrees, including two administrators and three faculty members. The IIRA currently has two Ph.D. staff members, including one administrator and one faculty member. In fall 2021, there were 22 full time students enrolled in the MA in CED program. Looking forward, the IIRA proposes the following goals for the MA in CED degree:
- a. Sustain enrollment at about 20 students.
  - b. Graduate 4-8 current students.
  - c. Recruit 4-8 new students.
  - d. Apply to officially offer the MA in CED in a face-to-face format on the Macomb campus, in addition to the hybrid format currently offered at the WIU-QC campus.
  - e. Secure permission to hire a new faculty member.
- vii. ***Midwest Community Development Institute (Midwest CDI)***. The Midwest CDI offers a series of workshops that can lead to a professional community and economic development credential. Individuals who attend Year I, Year II, and Year III of the Midwest CDI workshops can take the exam to earn their Professional Community Economic Developer (PCED) certification. We hope to offer the Midwest CDI workshop again this August, with at least 75 attendees. Attendees can also secure WIU graduate academic credit for completing Year I and Year II of the Midwest CDI workshops.
- viii. ***Department of Commerce and Economic Opportunity (DCEO) Community Navigator Grant Program***. This DCEO program is designed to help small businesses secure grant funds to help recover from the Covid-19 pandemic. This is the third year that we have secured this grant. Our goal is to help businesses in our region secure at least \$250,000 in “Back to Business” Covid recovery funds.
- ix. ***National Science Foundation / Illinois Innovation Network (IIN)***. WIU is part of a seven-university / IIN \$1,000,000 NSF grant to promote smart logistics. The IIRA is working with the WIU College of Business / Supply Chain Management program. We are also working with external partners such as Riverside Global / Corn Belt Ports. We plan to start work on this project in May 2023 and complete this work in June 2025.
- x. ***National Science Foundation / Illinois Innovation Network (IIN)***. WIU is also part of a consortium of Illinois universities working on a National Science Foundation grant proposal to study the “circular” economy. Also known as industrial ecology, the WIU team of Sean Park (IIRA), Matt McConnell (Biology), and Chris Merrett (IIRA) are working with researchers from UI-Chicago, UI, Urbana-Champaign, NIU, and elsewhere to conduct research on how waste products from one manufacturing process can be used as inputs other manufacturing processes. Our emphasis is on the processing of Asian Carp / Copi from the Illinois River.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

- xi. NSF Proposal on GRANTED** (*Growing Research Access for Nationally Transformative Equity and Diversity*) initiative with UIC, UIUC, NIU, SIUC, and others. This proposal was written to help expand the capacity of Sponsored Projects Offices at all IIN Innovation Hubs. The rationale for this grant is that if the Offices of Sponsored Projects at all IIN have more capacity, the IIN can apply for and manage more federal research and technical assistance funding. NIU is the lead university.
- xii. Overall IIRA Goals for Next Year.** In addition to goals for individual IIRA programs, the IIRA has overall goals it pursues, too. Looking forward, the IIRA will participate in the following organizations and complete deliverables connected to these commitments.
- a. Governor's Rural Affairs Council (GRAC).** The IIRA will continue to record minutes for quarterly GRAC meeting and complete the 2022 Annual Report for the GRAC. We will also work with the Office of the Lt. Governor to promote the idea of a “community engaged” GRAC. This will involve asking MAPPING client communities to host GRAC meetings. In doing so, we will highlight the work the MAPPING program does. It will also help to facilitate communications between rural communities and state agencies that can offer technical assistance and funding support.
  - b. Rural Partners.** The IIRA Director / Dean for Innovation and Economic Development will continue to serve on the Board of Directors for Rural Partners.
  - c. Illinois Innovation Network (IIN).** The IIRA director / Dean for Economic Development and Innovation will continue to serve on the IIN executive committee. WIU / IIRA will also represent WIU at bi-monthly IIN council meetings, while serving on two IIN working committees (e.g. Research Working Committee and the Education & Workforce Development Working Committee).
  - d. Lt. Governor's Ag Equity and Food Insecurity Advisory Committee.** IIRA will serve on this committee at the invitation of the Lt. Governor.
  - e. Farm Equity Study.** The IIRA is representing WIU in the study that also involves the other three Ag programs in the State (i.e. UIUC, ISU, and SIUC) and the Illinois Department of Agriculture.
  - f. 35<sup>th</sup> Annual IIRA Rural Development Conference.** The IIRA plans to host its 35<sup>th</sup> annual rural development conference in Springfield, Illinois during the last week of February 2024. The Lt. Governor plans to give the welcoming address and we will again endeavor to bring speakers who will discuss the latest applied research and best practices in rural development. At the 34<sup>th</sup> annual conference held in February 2023, we had 290 attendees. We hope to again attract between 250 to 300 attendees to this in-person conference.

**9. How will you measure the success of the goals outlined above?**

The IIRA was established on the WIU campus in 1989. For the last 34 years, the IIRA has measured its success through at least 28 measurements related to inputs, outputs, and outcomes. These measures are outlined above (Table 1). The IIRA will use these metrics again in 2023 to measure our success (Table 2). Because of our commitment to the idea of praxis, we will use these measures as part of our process to review, reflect, and improve what we do.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

**Table 2. IIRA Proposed CY2023 Metrics for 2024 CAR Report**

| <b>IIRA Metrics Calendar Year</b>                  | <b>1990</b> | <b>2010</b> | <b>2020</b> | <b>2022</b> | <b>2023</b> | <b>Total</b> |
|----------------------------------------------------|-------------|-------------|-------------|-------------|-------------|--------------|
| <b>Inputs</b>                                      |             |             |             |             |             |              |
| <i>Faculty and Staff</i>                           |             |             |             |             |             |              |
| Full-time/Part-time                                | 9           | 36/1        | 19/2        | 21          |             | -            |
| Peace Corps Fellows on campus                      | 0           | 14          | 15          | 13          |             |              |
| Graduate Students                                  | 0           | 0           | 3           | 3           |             | -            |
| Student Workers                                    | 5           | 9           | 6           | 0           |             | -            |
| Peace Corps Preps                                  |             |             | 6           | 0           |             |              |
| VISTA Volunteers beginning 2019                    |             |             | 26          | 28          |             |              |
| <i>Grants</i>                                      | 5           | 49          | 28          | 41          |             | 885          |
| Indirect Cost Dollars (000's)                      | 0           | 257         | 138.7       | 83          |             | 2,657        |
| Appropriated Dollars (000's)                       | 250         | 1,612       | 605.7       | 639         |             | 32,681       |
| Grant Dollars (000's)                              | 480         | 2,673       | 1,466       | 1,326       |             | 48,544       |
| Total Dollars (000's)                              | 730         | 4,285       | 2,072       | 1,965       |             | 81,254       |
| <b>Leverage Ratio (Grant \$ ÷ Appropriated \$)</b> | <b>1.92</b> | <b>1.66</b> | <b>2.42</b> | <b>2.07</b> |             | <b>1.49</b>  |
| % Grants Received                                  | 100         | 82          | 90          | 100         |             | 86%          |
| Toll Free Number                                   | 601         | 1,184       | N/A         |             |             | 62,133       |
| Miles Traveled (000's)                             | 31          | 273         | 20          | 49          |             | 4,302        |
| <b>Outputs</b>                                     |             |             |             |             |             |              |
| Conference Presentations                           | 15          | 23          | 21          | 8           |             | 1,398        |
| Presentations Non-Conference Beginning 2019        |             |             | 45          | 44          |             | 197          |
| MAPPINGS                                           | 0           | 4           | 3           | 5           |             | 265          |
| Mailings (000's)                                   | 10.4        | 9.3         | 2.5         | NA          |             | 708          |
| Surveys                                            | 2           | 59          | 1           | 3           |             | 731          |
| Teaching - # of Students Taught                    | 260         | 219         | 98          | 101         |             | 8,709        |
| Teaching - Total # of Students in MA CED Program   | 0           | 0           | 20          | 15          |             | --           |
| Training Programs                                  | 0           | 195         | 62          | 114         |             | 2,694        |
| Books                                              | 0           | 0           | 0           | 1           |             | 21           |
| Chapters/Articles                                  | 24          | 22          | 24          | 2           |             | 587          |
| Rural Research Reports / Research Briefs           | 3           | 6           | 2           | 23          |             | 249          |
| Trade Publications and Technical Reports           | 0           | 17          | 3           | 6           |             | 367          |
| Total Publications                                 | 27          | 45          | 29          | 32          |             | 1,200        |
| <b>Outcomes</b>                                    |             |             |             |             |             |              |
| Conference Participants                            | 1383        | 7,764       | 5,561       | 2,651       |             | 163,860      |
| Awards                                             | 1           | 1           | 2           | 0           |             | 79           |
| Jobs Created/Retained*                             | 0           | 684         | 402         | 99          |             | 7,497        |
| SBDC Debt and Equity Funding (Loans) (\$000's)     | 0           | 5,303       | 3,900       | 287         |             | 57,760       |
| VASDC Debt and Equity Funding (Loans) (\$000's)    | 0           | 0           | 127         | 283         |             | 535          |

**10. List major staff achievements:**

Here is a selected list of achievements for IIRA programs and personnel

1. ***MAPPING the Future of your Community.*** Gisele Hamm managers this program with support from Linda Lee Blaine and Hala Glaze. They secured a \$160,000 grant from DCEO to delivering community development planning efforts across the state. They also secured \$50,000 from the Corporation for National and Community Service (CNCS) to operate their VISTA (Volunteers in Service to America) Program. VISTA volunteers served in Macomb, Mattoon, and Stronghurst.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

2. ***Peace Corps Fellows (PCFs) Program.*** The PCFs program recruits Returned Peace Corps Volunteers to enroll in one of 11 graduate programs at WIU. After taking classes for 2-3 semesters, they serve an 11-month, 40 per week internship in a rural Illinois community. Karen Mauldin-Curtis manages this program. Last year, she raised over \$200,000 to support her efforts. PCFs served in several communities, including Effingham, Rushville, Mattoon, and Macomb. Alex Benishek, our PCF serving in Mattoon started a “Move to Mattoon” initiative that received national press coverage from Fortune Magazine: <https://fortune.com/2022/07/29/cities-and-towns-paying-remote-workers-to-move/>.
3. ***Rural Transit Assistance Center (RTAC).*** RTAC provides planning and technical assistance support for rural transit providers. They are in the final year of a \$1.8 million grant from the Illinois Department of Transportation (IDOT). They hosted a rural transit conference earlier this spring with 170 attendees. Each year, RTAC also hosts their ROADEO. Transit drivers compete against each other in this test of driving skills. Here is a summary of the 2022 ROADEO: <https://southcentraltransit.org/2022/05/02/2022-state-bus-roadeo/>. Dave Patton directs the RTAC, with support from Mable Kreps, Jamie Bainter, and Ed Heflin.
4. ***Illinois Value-Added Sustainable Development Center (IVARDC).*** Sean Park manages the IVARDC, with support from Kristin Terry and Whitney Miller. They have raised over \$1,000,000 in grants to promote the creation of cooperatives, including grocery cooperatives, in marginal communities. Political leaders from across the state have consulted with Sean about rural food deserts and the role that cooperative grocery stores could play to alleviate this issue. Politicians engaging Sean include Lt. Governor Juliana Stratton, Deputy Governor Andy Manar, and State Senator Dale Fowler. Here is a news account of Sean's work addressing food deserts: <https://www.wvik.org/public-safety-health/2022-07-14/improving-access-to-healthy-food-in-illinois>. Here is a news report documenting Sean and Kristin's outreach work in Farmer City: <https://illinoisnewsroom.org/new-farmer-city-food-cooperative/>.
5. ***Small Business Development Center (SBDC).*** In 2022 through March 2023, Jim Boyd managed the SBDCs operating at both the Macomb and Quad Cities campuses. He retired effective April 1, 2023. Jim and his team, including Ann Friederichs and Maria Ramos help entrepreneurs start new businesses, existing businesses expand sales, and mature businesses engage in succession planning. Over the last three years, the SBDC helped entrepreneurs secure over \$10,000,000 in loans. Here is a news report on the event hosted by the WIU-QC and the City of Moline to support small businesses. Over 300 people attended this event: [https://qctimes.com/news/local/education/western-illinois---quad-cities-to-kick-off-program-for-local-business-owners/article\\_83a257ce-15d3-52f6-9bdd-af944a6d74e0.html](https://qctimes.com/news/local/education/western-illinois---quad-cities-to-kick-off-program-for-local-business-owners/article_83a257ce-15d3-52f6-9bdd-af944a6d74e0.html). Here is a news report discussing the role the SBDC at WIU-QC plays helping minority-owned businesses in the Quad Cities: <https://www.ourquadcities.com/news/local-news/mercado-in-moline-sees-explosive-growth-plans-new-parade/>.
6. ***Procurement Technical Assistance Center (PTAC).*** Theresa Ebeler manages our PTAC office. PTACs help businesses sell goods and services to local, state, and federal government agencies. Theresa is so good at her job that she was invited to be a speaker at the 2023 Illinois Entrepreneurship and Small Business Growth Association (IESBGA). This is a statewide conference attracting SBDC and PTAC business consultants, where speakers share best practices in business consulting: <https://conferenceservices.siu.edu/conferences/IESBGA-State-Conference-Program-2023.pdf>. The US Small Business Administration (SBA) has also asked Theresa Ebeler to be a guest speaker: <https://www.sba.gov/event/3062>.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

7. ***IIRA Administrative Team.*** In addition to IIRA Director Chris Merret, IIRA Deputy Director Sandy Wittig, GIS and Data Specialist Bill Westerhold, and Office Administrator Erin Whereley provide administrative support and leadership for the IIRA. Sandy Wittig has taken on three additional DCEO Community Navigator Grants to help small businesses recover from the pandemic. Bill Westerhold provides data analysis, maps, web and technology support. The IIRA is blessed to have such creative, entrepreneurial, and hardworking administrative leadership.
  
8. ***Illinois Innovation Network.*** This report has focused mostly on the efforts of the IIRA and its staff. However, starting on July 1, 2022, the director of the IIRA also became the Dean for Innovation and Economic Development. In this new role, the new Dean works to forge new internal and external partnerships for research, teaching, and innovation. This new role is particularly connected to the recent creation of the Illinois Innovation Network (IIN). The IIRA director was chosen to serve in this new Dean position because of his prior experience, and that of his IIRA colleagues, in creating research and outreach partnerships—especially those supported by external grants. Below, I provide a list of IIN-related activities that the Dean for Innovation and Economic Development initiated and continues to work on. Please note that some of these projects are mentioned elsewhere under different headings. That is because there is a blurry line between the innovative community economic development work conducted by the IIRA and the economic development innovation that falls under the IIN heading.

**Mission:** *The WIU Hub will spur collaboration among WIU departments, between WIU colleges, across two WIU campuses, with our host communities, and with other IIN hubs to drive innovation, research, enhanced student outcomes, and community economic development for our region and state.*

- DCEO Broadband READY (\$50,000): Chromebook Lending + Data Analytics Workshops. This is a collaboration between the IIRA, WIU School of Computer Sciences, Decision Sciences, and the Department of Communications.
- NSF Engines (\$1,000,000 proposal): There are nine IIN partners on this grant (GSU as PI) that focuses on “Smart Logistics” and supply chain management. WIU is a subawarded on this project. The IIRA is collaborating with the College of Business and Technology / Supply Chain Management program.
- NSF Proposal on the Circular Economy (UIC, UIUC, others). IIRA is working the WIU Department of Biology on this project that also involves multiple IIN partners, nonprofit organizations, and private sector companies. This project focuses on “Industrial ecology” in Illinois examining how waste products from one manufacturing process can be used as inputs into other processes.
- NSF Proposal on GRANTED (*Growing Research Access for Nationally Transformative Equity and Diversity*) initiative with UIC, UIUC, NIU, SIUC, and others. This is a grant seeking funding to support workshops for Offices of Sponsored Projects at each IIN university partner.
- Climate Equity Jobs Act (CEJA) Grant (\$15,000) – Clean energy workforce development. This was a subaward from a project secured by the University of Illinois, Urbana-Champaign. This project conducted an inventory of “green” jobs to prepare Illinois for an economy that becomes less reliant on the combustion of fossil fuels.
- DPI / Center for Urban Resilience and Environmental Sustainability (CURES)(\$30,000 Co-PI). This project is lead by the University of Illinois-Springfield. It brings state agencies and universities together to help communities address challenges related to drinking water, waste water, and storm water management.
- IIN Seed Grant focused on rural grocery stores (\$30,000 Co-PI). This project is collaboration between WIU and SIU-Edwardsville, to help start grocery stores in marginal communities.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- SBA / Bustos Earmark (\$400,000)—Business Development along the Business Life Cycle. This funding will be used to promote new minority business startups, existing business expansion through procurement, and business succession planning. These funds will also help to build out the WIU-QC portion of the WIU Innovation Hub.
  - USDA / Durban Earmark (\$200,000)—Rural Fresh Markets – Grocery Stores. Sean Park of the IIRA secured these funds to help build grocery store cooperatives in rural Illinois food deserts. This is a form of social and economic development innovation that aligns with our efforts to build out the WIU-Macomb portion of the WIU Innovation Hub.
  - Illinois R3 (Restore-Reinvest-Renew) grant (\$183,609.00) from the Illinois Criminal Justice Information Authority (ICJIA). The ICJIA manages the grant program using tax revenues from the sale of Cannabis. The intent is to use these funds to reinvest in marginalized communities. We are using these funds in partnership with other IIN members, including UI Extension and SIU-Carbondale to help build a new grocery store in Cairo.
  - USDA—Rural Cooperative Development Center Grant (\$141,450.00). We have secured this competitive grant each year for almost two decades. While our cooperative development efforts predate the IIN, the work is aligned with what we do as part of the evolving WIU Innovation Hub.
  - USDA—Local Food Promotion Program (\$453,000). Sean Park secured these USDA funds to support rural grocery store cooperatives and local farmers. The innovation here is to sell locally-grown produce in locally-owned rural grocery stores. The larger vision is to create sustainable, local food systems in downstate Illinois.
  - IIN Engage Initiative – National Center for Supercomputing Applications. The IIN asked WIU to serve on a committee to expand digital classrooms equipped with immersive learning and augmented reality capabilities.
  - Catalyst for Relationship between DCEO Office of Broadband and IIN. I suggested to the IIN leadership that the IIN should embrace the DCEO Office of Broadband because of the interconnections between innovation and broadband access. This evolved into the Illinois Broadband Lab, a partnership between the UI System and DCEO.
  - Catalyst for Relationship between Lt. Governor and IIN. I asked the Lt. Governor to have the IIN as a guest speaker to the Governors Rural Affairs Council. I asserted that rural development requires innovation and collaboration. The Lt. Governor now chairs the IIN Advisory Council.
  - Examples of Collaboration with IIN Central Office:
    - US Department of Health and Human Services—Administration for Children and Families. In partnership with IIN partner, Eastern Illinois University, we have delivered training workshops to federal employees on rural family well-being.
    - Brookings Institution / UM-Flint conference on regional public universities. The IIN has invited the IIRA / WIU to a workshop with the Brookings Institution to discuss the ways that regional public universities drive economic development.
  - Service to IIN:
    - IIN Executive Board. Chris Merrett serves on the IIN executive board.
    - IIN Council. Chris Merrett represents WIU on the IIN General Council.
    - Serves on the IIN Research Working Committee.
    - Serves on the IIN Workforce and Education Working Committee
    - Serves on the IIN Entrepreneurship Working Committee
    - Corporate Engagement Working Committee
9. **Research.** This report previously highlighted the point that the IIRA is a productive research unit. Prof. Adee Athiyaman is the primary driver of research at the IIRA. He has been very productive as he has authored 22 Rural Research briefs, which are all available on the IIRA website: <https://www.iira.org>. Here is a selected list of the reports with their abstracts:

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

- [The Living Conditions of Elderly in Nonmetro Illinois and East North Central Division of the Midwest Region](#). This paper describes the attributes of elderly housing in the metro and the nonmetro. Data analysis suggests that a majority of elderly in the nonmetro own their homes, 64%, compared to 48% of home ownership for the metro. More than two-out-of-five nonmetro residents expressed interest in having an Accessory Dwelling Unit; other changes that are required to continue living in the home include easier access into the home and bathroom modifications such as handrails and no-step shower.
- [Shifting Meaning of Inequity: Insights from the Blog Posts of National Black Farmers Association](#)/ This paper uses topic modelling to study 217 blogs from the National Black Farmers Association. A blog is a verbal behavior of the blogger; every verbal behavior or utterance has a probability of emission. How often a blogger will emit a response depends upon reinforcements for the response. Results indicate that perceptions of racial discrimination, including beliefs about the consequences of racial discrimination, are widely shared among the members of the National Black Farmers Association.
- [Impacts of Automation on Employment: Metro and Nonmetro Illinois](#). This paper explores the impact of automation on occupations in Illinois. Many foresee negative impacts, that automation will wipe out millions of jobs. Empirical analysis suggests that the role of labor in industry output has decreased in the nonmetro; and at the peak of automation in the 2030s, a quarter of a million jobs in the nonmetro would be disrupted; production family of jobs will be the worst affected in the nonmetro.
- [An Empirical Analysis of the Attributes of New and Beginning Farmers in Illinois](#). This paper compares the characteristics of beginning farmers with those of experienced producers using data from the census of agriculture. Results reveal that 99% of all beginning producers are White. Of the very few minority beginning producers, N = 202, 44% are African Americans, 34% Asians, and 22% other minorities. A higher proportion of beginning farmers grow vegetables and engage in cattle, sheep, and goat farming, whereas experienced producers focus on oilseed and grain farming and dairy cattle.
- [Foreign Businesses in the Agricultural Sector in Illinois](#). Fourteen overseas companies operate 27 subsidiaries in the state. The typical parent company has been in business since 1954, employs 23,500 people, and has an annual revenue of \$10.03bil. The 27 subsidiaries function in 50 different industries; slightly more than 40% of the firms function in the livestock industry. The question is whether foreign business investments will displace the “local” farmer. Using risk computations from modern finance theory, *I conclude that foreign business takeover of Illinois agricultural land is unlikely to happen.*
- [Rural Illinois in Numbers: Content-Valid Indicators for Governance](#). This paper provides ‘valid’ indicators for quality of life assessment at the county level. Validity is the response to the question, “how truthfully does the measure represent the constructs in the theory”. Based on the argument that quality of life implies fulfilment of one’s needs and meeting of the demands which society places upon one, I construct 18 indicators of quality of life, measure them longitudinally using publicly available data, and profile rural Illinois, county-wise.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

**11. List grant activities and external funding sources:**

- Cairo Community Food Access Program, Illinois Criminal Justice Information Authority (ICJIA), \$183,609.00
- CEJA Workforce Training Program, University of Illinois, \$15,000.00.
- Community Navigator Grant, Department of Commerce and Economic Opportunity (DCEO), \$150,300.00.
- Farmer Disparity Study, Illinois Department of Agriculture (IDA), \$50,000.00.
- Illinois Cooperative Development Center, USDA-Rural Development, \$163,594.00.
- Illinois Value-Added Sustainable Development Center / Cooperative Development Center, USDA-Rural Development, \$141,450.00.
- MAPPING (Management and Planning Program for Non-Metro Groups) / VISTA (Volunteers in Service to America), Corporation for National and Community Service (CNCS), \$50,000.00.
- MAPPING the Future of Your Community, DCEO, \$158,328.22.
- Peace Corps / Americorps Project, Illinois Department of Public Health (IDPH), \$196,548.00.
- Peace Corps - American Rescue Plan, IDPH, \$54,252.00.
- Procurement Technical Assistance Program, DCEO, \$75,000.00.
- ReFED Project: Regional Food Program, USDA-Rural Development, \$486,439.00.
- SBDC - CY22 (Federal), DCEO, \$127,500.00.
- SBDC - CY22 (State), DCEO, \$127,500.00.
- SILC consumer satisfaction survey, State Independent Living Council, \$9,815.03.
- Supplemental: Service for Grocery Co-ops, Nebraska Cooperative Development Center, University of Nebraska, \$5,000.00.
- Supplemental: VISTA Program, Various / Free for Service, \$1,000.00.
- Supplemental: VISTA Program, Various / Free for Service, \$500.00.
- Supplemental: VISTA Program, Various / Free for Service, \$1,000.00.
- Supplemental: VISTA Program, Various / Free for Service, \$1,000.00.
- Supplemental: VISTA Program, Various / Free for Service, \$1,000.00.
- Supplemental: VISTA Program, Various / Free for Service, \$500.00.
- Supplemental: VISTA Program, Various / Free for Service, \$500.00.
- Supplemental to Peace Corps Project, Various / Free for Service, \$15,000.00.
- Supplemental to Peace Corps Project, Various / Free for Service, \$5,000.00.
- Supplemental to Peace Corps Project, Various / Free for Service, \$10,000.00.
- Supplemental to Peace Corps Project, Various / Free for Service, \$928.62.
- Supplemental to Peace Corps Project, Various / Free for Service, \$10,000.00.
- Supplemental to Peace Corps Project, Various / Free for Service, \$10,000.00.
- Supplemental to Peace Corps Project, Various / Free for Service, \$10,000.00.
- Supplemental to Peace Corps Project, Various / Free for Service, \$3,917.00.
- Supplemental to Peace Corps Project, Various / Free for Service, \$10,000.00.
- Supplemental to (Rural Economic Technical Assistance Center (RETAC) 5-16280, Fee for Services, \$1,600.00.
- Supplemental to RETAC 5-16280, Fee for Services, \$350.00.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

**12. Please explain how your unit adds value to the educational experiences of Western's students:**

WIU's Core Values shape the educational experience of students attending Western. These core values include: (i) Academic Excellence, (ii) Educational Opportunity, (iii) Personal Growth, and (iv) Social Responsibility. IIRA contributes to all four of these core values.

- **Academic Excellence.** This commitment to academic excellence includes faculty, who promote critical thinking, engaged learning, research, and creativity.
  - **Importance of Research.** IIRA is a productive research entity. Our staff members serve on the editorial boards of national journals in the field of community economic development. Students benefit from this because IIRA award winning research becomes part of the courses that IIRA delivers to WIU students.
  - **Commitment to Teaching Excellence.** The IIRA shows its commitment to teaching excellence in multiple ways. First, it manages the Peace Corps Fellows program. We recruit Returned Peace Corps Volunteers to Campus to enroll in one of ten graduate programs. These students are multilingual, global travelers who elevate the learning community at WIU. The WIU PCF program earned a National Award from the University Economic Development Association: <https://www.newswise.com/articles/western-illinois-university-peace-corps-fellows-program-wins-national-excellence-award-for-community-development> .
- **Educational Opportunity.** WIU asserts that it is committed to providing accessible, high quality educational programs and financial support for our students. The IIRA helps WIU fulfill this mission.
  - **Raised Funds for Graduate Students.** We have raised over a million dollars to support Peace Corps Fellows enrolled in ten graduate programs across campus.
  - **New Graduate Program.** We started the MA in Community and Economic Development in 2016. This expands degree offerings for WIU students.
- **Personal Growth.** The IIRA has a mission to improve conditions for the people of rural Illinois and beyond. As part of our teaching, research, and outreach, we emphasize the **capabilities approach** espoused by Nobel Prize winning economist Amartya Sen and University of Chicago philosopher, Martha Nussbaum. We promote the idea that community development should focus on helping individuals and communities be the best versions of themselves. As part of this emphasis, we ask our students to develop their own philosophy of community development that involves developing a sense of altruism, ethical behavior, and thinking beyond oneself.
- **Social Responsibility.** According to WIU, “Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.” This value rests at the very core of what the IIRA does each day in the classroom, in our research, and in our community outreach. Our MA in CED degree and our PCFs program rest on a commitment to making the world a better place. We even have our students read an article titled “**Social Justice: What is it? Why teach it?**” In all of our actions, we demonstrate to our students what it means to work each day to make the world a better place. We do this with rigor and compassion.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost’s Office: **May 12, 2023**

**13. If appropriate, please list community and/or regional engagement from unit:**

The IIRA has a statewide mission to serve the residents of Illinois. IIRA constituent programs such as MAPPING, Peace Corps Fellows, VASDC, RTAC, also have a statewide service area. In addition, the two SBDCs serve a 22-county region in northwest and west central Illinois. The PTAC serves a multi-county region from Macomb to the Metro East Area near St. Louis. Since the IIRA started operations in 1989, it has served over 500 communities across Illinois, including all 102 Illinois counties. In 2022, the IIRA and its constituent programs offered technical assistance to at least 60 communities and client organizations. Representative communities served in 2022 include (Table 3):

**Table 3. Communities Served by the IIRA in CY2022**

|                      |                             |                             |
|----------------------|-----------------------------|-----------------------------|
| 1. Assumption        | 21. Knox County             | 41. Pittsfield              |
| 2. Bushnell          | 22. Lee County              | 42. Quincy (Multiple sites) |
| 3. Cairo             | 23. Lynch, NE               | 43. Rock Island             |
| 4. Carlinville       | 24. Macomb (Multiple sites) | 44. Rushville               |
| 5. Carthage          | 25. Manhattan, KS           | 45. Sheffield               |
| 6. Charleston        | 26. Mattoon                 | 46. Springfield             |
| 7. Cissna Park       | 27. McDonough County        | 47. Sterling                |
| 8. Colchester        | 28. Mercer County           | 48. Stronghurst             |
| 9. Effingham         | 29. Moline                  | 49. Sullivan                |
| 10. Englewood        | 30. Monmouth                | 50. Taylor Ridge            |
| 11. Erie             | 31. Mound City              | 51. Toledo                  |
| 12. Farmer City      | 32. Mounds                  | 52. Toulon                  |
| 13. Galesburg        | 33. Mt. Pulaski             | 53. Ullin                   |
| 14. Gillespie        | 34. Murphysboro             | 54. Viola                   |
| 15. Hardin           | 35. Ogden                   | 55. Warren County           |
| 16. Henderson County | 36. Ogle County             | 56. Whiteside County        |
| 17. Hillsboro        | 37. Pana                    | 57. Williamsfield           |
| 18. Hoopston         | 38. Pearl                   | 58. Winchester              |
| 19. Hopkins Park     | 39. Peoria                  | 59. Windsor                 |
| 20. Kewanee          | 40. Pike County             | 60. Winnebago County        |

**14. Conclusion:**

The IIRA is committed to the mission and core WIU values and delivers on this mission and core values every day. Despite recent budgetary cutbacks, the IIRA has expanded programming and taken on more responsibilities, such as those connected to Illinois Innovation Network, the second SBDC, our MA in CED program, and the DCEO Community Navigator Grant Program.

The primary request we make is to allow the IIRA to hire another faculty member. In doing so, WIU would better equip us to deliver on the research mission, which has been assigned to us by the Governors Rural Affairs Council and by WIU when it established the IIRA back in 1989.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

## **ILETSB Executive Institute**

### **The Purpose of These Documents**

With this annual report, Directors will align past and future work in their units with wider planning in the Division of Academic Affairs, as well as with the University's larger Strategic Plan, *Higher Values in Higher Education, 2017-2027* (HVHE). Among other things, in the report Directors will describe what is unique about their program, document progress, define initiatives, and record successes and achievements.

In order to understand the context for these documents, please review the current version of the University's strategic planning document, as well as the supplemental planning documents on recruitment, retention, University distinctiveness, QC planning, and so on. All of these documents can be found at [http://www.wiu.edu/aasp/university\\_planning/](http://www.wiu.edu/aasp/university_planning/). Also, when reading the University's planning documents, please note the following vision, mission, and core values of the institution:

### **WIU Vision**

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

### **WIU Mission**

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

### **WIU Core Values**

#### ***Academic Excellence***

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

#### ***Educational Opportunity***

Western values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. WIU is committed to providing accessible, high quality educational programs and financial support for our students.

#### ***Personal Growth***

Because Western values the development of the whole person, WIU is committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility.

#### ***Social Responsibility***

Western is committed to equity, social justice, and diversity, and will maintain the highest standards of integrity in our work with others. WIU serves as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

Due to Provost's Office: **May 12, 2023**

**1. Mission statement:**

The Illinois Law Enforcement Training and Standards Board Executive Institute, in partnership with the law enforcement community, will promote the professionalism of policing. We lead the quest to understand the current problems of law enforcement executives. Through innovative education, training, research, and services the Executive Institute will guide the law enforcement community to achieve higher standards and professional development that will enhance their mission of providing professional law enforcement services to their constituents.

**2. What is unique and special about your unit?**

The ILETSB Executive Institute provides knowledge and technical assistance to criminal justice practitioners throughout the State of Illinois following the shared pillars of building trust and legitimacy, policy and oversight, community policing and crime reduction, and officer safety and wellness.

**3. Did the unit participate in any recruitment and/or retention activities? If yes, please explain.**

At every conference and training, the ILETSB Executive Institute either promotes WIU by means of promotional materials/flyers, verbal acknowledgement of WIU alumni in attendance, and collaborative efforts with LEJA, Psychology Department, Social Work Department, Management and Marketing Department, Philosophy Department, etc.

**4. List any learning outcomes or other performance measures in the unit:**

The primary learning outcome for any of the Institute's courses is to provide practitioners with knowledge and understanding to serve their constituent populations in a culturally competent, fair and just manner, and to perform their duties as prescribed in constitutional policing.

**5. Describe unit strengths:**

1. Dedicated workforce with a variety of backgrounds and areas of expertise, many of whom are equally dedicated to Western Illinois University, the surrounding community, and criminal justice.
2. Progressive education and training throughout the state of Illinois using classroom, online, and blended learning methods. Curricular activities of the ILETSB Executive Institute are certified by the Illinois Law Enforcement Training and Standards Board, which allows officers to satisfy their state legal mandates but also helps contribute to increased professionalism, stronger community relations, and independent higher order thinking skills. Courses range from research methodology to cultural competency and leadership courses, and are designed by academics and leaders in the field. Studies

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

continue to show that officers who attend the most current education and training courses are better skilled with independent decision-making and problem solving skills, higher tuned critical thinking skills, are less likely to use force, have fewer citizen complaints, etc.

3. Adaptability. Throughout the COVID-19 pandemic and beyond, staff adapted education and training courses using various delivery methods including a webinar series. With the restrictions that were in place, face-to-face training became limited including basic recruit academies at and in-service training at regional training sites. ILETSB Executive Institute staff immediately acclimated training academies to online training which allowed recruit classes to graduate on time.

**6. Describe unit challenges:**

1. Unsuccessful attempts at filling open positions at the ILETSB Executive Institute has prevented the hiring of much needed staff in the areas of research methodology and instructional design.
2. Due to the legislative changes in law enforcement, more Illinois training mandates are now required. This places a significant strain on staff and historically are unfunded. To stay ahead of the inevitable future, we must continue to produce the highest quality materials available to meet demand.
3. Staffing. With only one individual having instructional design and higher education teaching experience, this limits the capacity of developing new courses in a timely manner. Due to the current limitations on funding and the lack of experienced personnel, additional creation of classes is slim.

**7. Identify opportunities for your unit in the short term:**

1. The Executive Institute embraced the web-based learning platform in its infancy, a decision that has pushed the ILETSB Executive Institute ahead of the game in regards to the number of course offerings, the variety of course offerings, and the quality of offerings. Beginning in 2005, the Institute partnered with CAIT to develop two learning management systems. The relationship continues 18 years later. Both are custom-designed learning management systems. One serves basic recruit training and the second provides in-service training for all ranks of policing. Due to the solid beginnings of the Online Learning Network, the opportunities for the future are endless. The Institute eagerly looks to the future, to offer additional courses to meet educational gaps that are evident in the law enforcement community.
2. Continue to expand the LEAD series. The LEAD program's tiered approach to leadership development is designed to prepare today's emerging public leaders, from first-line supervisors through senior-level managers and administrators, to succeed in an ever-changing professional environment and to effectively meet the challenges of the future. Each tier, or level, builds on and enhances the skills learned at the previous level.



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

3. Continue to develop webinars based on current issues that are on-demand and can be readily promoted to the law enforcement community.
4. The recent events surrounding systemic racism and policing, provide the Institute an opportunity to collaborate with various groups and associations on-campus as well as various academic departments.

**8. Describe your plans for moving forward in the next academic year. Include a list of specific goals.**

The Institute will continue to provide education and training, research, and technical assistance to the law enforcement community in Illinois. Additional revenue sources will be sought through grant awards, and partnership opportunities.

1. As the Institute looks to the future, we will continue to embrace and foster collaborative efforts with the School of Law Enforcement and Justice Administration faculty to further research in the criminal justice field.
2. The Institute is staffed by many alumni of Western Illinois University, and we will continue to recruit for the institution at our many events, including conferences and seminars. Whether the Executive Institute has a recruitment table set up at events or shares experiences of WIU in conference speeches, we do our best to actively look for new Leathernecks.
3. Advance opportunities to enhance curricular activities through various delivery methods and establish the ILETSB Executive Institute as the go-to entity for online education, live webinars, and courses in the field of professionalizing police agencies.
4. Continue to develop evidence-based curriculum, assist policymakers in decision making, and provide other technical assistance by conducting scholarly research on relevant and emerging issues in policing.
5. Be in the forefront of police reform in the nation and Illinois, and continue to promote and support the 21<sup>st</sup> Century Policing Pillars set forth by the Task Force on 21<sup>st</sup> Century Policing Report that is the basis of Illinois legislation regarding police and community relations.

**9. How will you measure the success of the goals outlined above?**

- 1) It is imperative that the Institute continues to track quality and make adjustments on current curriculum and future projects. Hours are spent investigating and researching before starting a project, and staff consults with academic scholars and experts in the field to ensure our products are of superior quality. But it doesn't stop there, as we assess the experiences of each of our participants, and learn from their feedback. We then fine tune the product, and repeat. Due to this process, we have many products that have stood the test of time and continue to be superior in quality when compared to others in the field.
- 2) Indicators of success may also be measured in numbers of persons served. For instance, in FY23, the Online Learning Network served 32,269 concurrent users totaling



**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

approximately 202,749.4 training hours (to date). In the past five years our users have increased 203.366%, and from 2018 to 2023 the courses completed in the Online Learning Network have increased 323.302%. The Institute continues to develop new courses to meet mandates and quality control reviews to ensure current courses are up to date.

- 3) Qualitative confirmation comes in many forms including focus groups, after action reports, technical assistance, new or continued relationships, etc.

## **10. List major staff achievements:**

Staff presented at dozens of conferences/executive summits/trainings, including, but not limited to:

- \*ICJIA interpersonal violence training at the College of DuPage
- \*Illinois Chapter of the Association of Physical Plant Administrators Annual Conference at WIU
- \*Illinois State Board of Education and Illinois State Police conference call on crisis communications plans and the Illinois School and Campus Safety Resource Center website
- \*New Chiefs of Police Orientation
- \*ILEAS Conference
- \*IFSI presentations
- \*2023 Women in Criminal Justice Conference
- \*2023 Illinois Crisis Intervention Team Conference

Eric Arnold co-chairs the Illinois School Safety Work Group of the Illinois Terrorism Task Force, as well as co-chairing the Prevention subcommittee of the Illinois Terrorism Task Force. Eric also participated in the NGA Preventing Targeted Violence Policy Academy with the ITTF.

Staff analyzed data and completed reports on Illinois Pursuit and Body-Worn Camera data for the ILETSB.

The Executive Institute received an award of appreciation from the Illinois Association of Black Law Enforcement Officers and the Illinois Tactical Officers Association Meritorious Service Medal.

Heather Hotz reached “ABD” status in her doctoral journey in December of 2022.

The Executive Institute continues to secure grant funding through external projects.

## **11. List grant activities and external funding sources:**

The ILETSB Executive is funded through grants, contracts, and registration fees. Staff continue to partner with internal and external organizations in the submission of grants and seeking new contracts.

Grants for FY23 academic year 2022-2023

ILETSB Programming - \$1,000,000

ILETSB Administrative - \$1,000,000

STATE

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

FY 23 WIU PAR - \$274,000  
Illinois Criminal Justice Information Authority - \$145,542.00  
FEDERAL - Active Homeland Security grants  
FFY 19 School and Campus Safety SHSP - \$289,772 UASI - \$258,049  
FFY 19 Cyber and Jail Intelligence Officers SHSP - \$113,214 UASI - \$113,954  
FFY 19 ISP Fellowship SHSP - \$21,975 UASI - \$ 22,168  
FFY 19 Homeland Security workshops SHSP - \$61,835 UASI - \$527  
FFY 20 School and Campus Safety SHSP - \$355,436 UASI - \$314,263  
FFY 20 ISP Fellowship SHSP - \$25,578 UASI - \$25,578  
FFY 20 WIU SHSP - \$304,618 UASI - \$360,346  
FFY 20 Homeland Security workshops SHSP - \$354,626 UASI - \$33,937  
FFY 20 Cyber Intelligence Officer SHSP - \$107,281 UASI - \$20,044  
FFY 20 Jail Intelligence Officer SHSP - \$83,956 UASI - \$81,719  
FFY 20 WIU Election Site Safety SHSP - \$52,632 UASI - \$52,632  
FFY 21 WIU SHSP - \$490,000 UASI - \$490,000  
FFY 21 Homeland Security workshops SHSP - \$357,000 UASI - \$34,000  
FFY 21 School and Campus Safety SHSP - \$310,000 UASI - \$240,000  
FFY 21 Cyber Intelligence Officer SHSP - \$70,000 UASI - \$70,000  
FFY 21 Jail Intelligence Officer SHSP - \$71,500 UASI - \$71,500  
BJA - Behavioral Threat Assessment - \$996,598.00

**12. Please explain how your unit adds value to the educational experiences of Western's students:**

The Executive Institute promotes experiential learning through applied studies in external settings. These applied settings include internships and practicum students. We partnered with the School of Law Enforcement and Justice Administration to support the internships of three undergraduate students. The Executive Institute provide opportunities for student development and learning outside the classroom through involvement, leadership, and co-curricular experiences in environments that are supportive, challenging, and inclusive. We continue to support articles authored by interns and practicum students in our weekly newsletter. Additionally, the Executive Institute provides professional development to all practicum and intern students through attendance and participation at conferences and meetings

**13. If appropriate, please list community and/or regional engagement from unit:**

Center for Homeland Security: In the area of regional/community engagement as it applies to my work at the Executive Institute, Derek Carle has been appointed to several various committees and task forces. Carle serves on the Illinois Terrorism Task Force and two of their sub-committees, the Law Enforcement Mutual Aid Committee (LEMAC) and the Emergency Management sub-committee. Carle was also appointed to the Vision 2025 Homeland Security Strategy Task Force. This task force was implemented to refine the current Vision 2020 Homeland Security Strategy. This strategy provides a comprehensive framework to guide, organize, and unify homeland security efforts, as part of the overall emergency management system, in the State of Illinois over a four-year period (2021-2025). The strategy is intended to serve as a roadmap to the future and to guide the implementation of homeland security related policies, priorities, and programs across the state. Carle was also appointed to a work group reviewing and refining the bomb threat checklist for the Illinois Ready.gov. Carle also work on the McDonough County/WIU Emergency Operations Center Project.

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Directors**  
**Academic Year 2022–2023**

**Due to Provost's Office: May 12, 2023**

School and Campus Safety Program: Engaged the WIU community with classes on Advanced Active Shooter Incident Management and Preventing Targeted Violence through Leakage and Cyber Investigations, and has a second session of the Preventing Targeted Violence class scheduled at the Quad Cities campus for June 5th & 6th.

Partnered with the local Regional Office of Education to provide Professional Development for K-12 educators for the Digital Threat Assessment and Advanced Digital Threat Assessment classes.

Presented at the School Safety Conference at WIU.

Engaged the Governor's Homeland Security Advisor and Director of the Illinois Emergency Management Agency on the importance of the Emergency Operations Center, as well as the need for additional funding for the Emergency Operations Center at WIU.

Served as the WIU Emergency Center Liaison during the COVID-19 pandemic.

Heather Hotz continues to serve as the Facilitator of the Academic Affairs Strategic Planning Group for the University.

#### **14. Conclusion:**

The Illinois Law Enforcement Training and Standards Executive Institute values the professionalism of policing. We see ourselves evolving as the leader in promoting professionalism through practical and academic research, information sharing, and succession planning.