

# Western Illinois University Consolidated Annual Report and Program Review



2024



WESTERN  
ILLINOIS  
UNIVERSITY

**Western Illinois University  
Consolidated Annual Report and Program Review**

Academic Year 2023–2024

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**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.

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**1. What is unique and special about your College?**

The College of Arts and Sciences is unique in several ways. Our college is influential in the education of every WIU student through our provision of much of the General Education coursework. This coursework, of course, provides the foundation on which a college education is based, and helps prepare students for advanced work in their major. Another unique emphasis is on experiential learning. Through undergraduate research, mock government experiences, mock trial competitions, internships, practica, Learning Assistant positions and more, our students have numerous hands-on learning opportunities. The appendix containing individual department reports provides a comprehensive listing of such 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.*

We have seen increased demand over the past several years for majors in undergraduate programs in Meteorology, Sociology and teacher education programs. Undergraduate programs that have maintained consistent number of majors despite declines in the overall university population include Foreign Languages and Cultures, Geographic Information Science (GIS), Mathematics, History, Nursing, Political Science, Psychology, Anthropology and English. Graduate programs that have demonstrated growth include GIS & Geoenvironment and Psychology.

**3. Barriers to growth in your College**

Two pronounced barriers to growth for CAS include the poor condition of facilities and insufficient budgets for maintaining healthy science programs, particularly in Chemistry, Biology, Nursing and Earth, Atmospheric and Geographic Information Sciences. Our aging science infrastructure, exacerbated by the closure of a science building, Tillman Hall, has created a situation where our science programs feature facilities that are older and in poorer shape than those in many of the high schools that are our feeder institutions. Another barrier affecting particularly EAGIS, Chemistry and Nursing is a need for additional tenure-track faculty. Both EAGIS and Chemistry regularly have most or all of their faculty in overload, and in Nursing, with the appointment of the new Director, Dr. Patricia Eathington, there are no faculty in the tenured or tenure-track ranks.

**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*

Please see Appendeix A for data pertaining to 4a, 4b and 4c. Data for 4d is not published and is not available to our office.

**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*



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- program*
- c. *Number of degrees conferred for most recent academic year per race/ethnicity, gender, country of origin*

See Appendix B for data pertaining to 5.a, 5.b. and 5.c.

## **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 that are updated periodically. Some specific retention initiatives are discussed below.

**Departmental Outreach:** Many departments, including Biology, English, and Psychology send outreach emails from the department chair or others to welcome new students at the beginning of the semester. Almost all of the departments schedule social gatherings, ranging from picnics to pizza parties to Halloween events to coffee and donut socials to ensure that students feel welcome in their departments and are invested in their mission and activities. Several departments are expanding internship opportunities that engage and retain students.

**Student Clubs:** Almost every department has an affiliated club that offers educational, social, and service events for students to participate in. (Some departments, such as Chemistry, English, and RRGMS have multiple clubs). As an example, the African American Studies program under the leadership of Dr. Sharon Hunter has created an African American Studies Club, to host events such as open houses and movie screenings, which increases the visibility of the program as well as its enrollment. The Chemistry and English departments have created Research Day programming, allowing incoming students to witness fellow students present their research from the past year. Political Science engages students through participation in the Model Illinois Government and Model United Nations simulations. Several departments involve their students directly in retention and recruitment activities through student ambassador and related initiatives.

**Extra Help/Attention for Struggling Students:** All departments participate in early warning grade reporting, and Rocky Cares referrals. Some departments have worked directly with the University Counseling Center to learn more about how to help WIU students. The English department has instituted an embedded writing support pilot support program in four ENG 100 sections, beginning in Fall 2023, with student writing consultants from the University Writing Center to help those students succeed. The Mathematics and Philosophy department connects first year math students with more advanced peers to help keep them on track. The School of Nursing hosted three events for pre-nursing students who struggle with attendance issues. Almost all departments provide undergraduate and graduate student tutors to help students who are having trouble.

**Social Media Presence:** Most departments use social media platforms, such as Facebook, X, Instagram, etc. Some programs, e.g. Anthropology, have used advertising on social media to highlight programs that retain and recruit students.

**Adviser Outreach:** CAS advisers engage in many outreach activities, including contacting student who are not registered for classes prior to a given semester.

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## **7. Recruitment of students**

*List recruitment initiatives for the following:*

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

Recruitment initiatives for first year students include:

**All CAS undergraduate programs participate in Discover Western.** Many department chairs write notes or letters to admitted students and/or those who have visited campus. In addition, several departments have student ambassador programs that assist with Discover Western and other recruitment activities. Under the leadership of RRGMS interim chair Betsy Perabo, the College has initiated efforts to recruit undecided students by staffing a table at Discover Western.

**Outreach to high schools and community colleges:** Departments have initiated direct outreach programs to area high schools and community colleges. For example, the Chemistry faculty visited a class at Galesburg High School and a chemistry class from Lewistown High School came to campus for a demonstration in November. EAGIS has initiated outreach programs to Macomb High School, West Prairie High School, and Kewanee Central Junior High School. Anthropology faculty led an archaeology table demonstration at Spoon River College (Macomb) in October. History Chair Tim Roberts has worked with Illinois high school American History teachers to incorporate a game he developed into their curricula. High school students from Macomb High School and Canton High School have also have visited Malpass Library archives and History classes. Psychology faculty visited area high schools (Metamora, Peoria) and community colleges (Illinois Central College, Spoon River) to promote the undergraduate major. Physics hosted two different 8<sup>th</sup> grade science classes from the Lewistown School District for one-half-day long visits and participation in hands-on activities in physics and astrophysics. The Biology Department reinstated Biology Day, planned for Fall 2024, to engage prospective students. Mathematics and Philosophy sponsors an annual high school math competition. Sociology has mailed brochures and posters to regional community colleges to advertise its program.

**Other outreach.** Chemistry has hosted the annual Girl Scout STEM program for the last seven years, most recently on April 6, 2024. English has invited high profile writers to campus, including, recently, Emily St. John Mandel. The WIU Writing Festival and GETLIT on the Quad Cities campus attract potential students to each campus. Political Science sponsored a well-attended lecture by Ibram X Kendi that attracted many area high school students.

**Scholarships:** Every department has scholarships that they award as a strategic recruitment tool.

At the graduate level, the Psychology Department has initiated an “Adopt a Student” program to help recruit for the School Psychology program. The Psychology Department also received a CAS recruitment grant to participate in a national virtual graduate school fair, a regional job fair and a psychology research conference to have a national presence in recruitment of students interested in psychology graduate programs. The Sociology M.A. program has received a recruitment grant to give personalized mementos to prospective students at relevant events.

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## **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*

Due to fiscal and enrollment pressures, the College of Arts and Sciences has been extremely conservative in hiring new faculty and staff.

- a. Initiatives to retain faculty and staff: The college encourages new faculty to participate in university orientation and new faculty mentorship programs. Where appropriate, the Dean's office will arrange for specialized mentoring where pre-tenure faculty are paired with senior members of the faculty. In addition, when appropriated funds allow, the college facilitates professional travel to present research by providing funds to help cover conference registration fees. Our efforts to retain non-faculty staff have been stymied by the university's non-competitive pay structure for civil servants and by a workload (one office support person required to cover two or more departments) that is not attractive.
- b. We currently have plans to pursue tenure-track positions in two departments that have shown potential for growth but that lost tenured or tenure-track faculty through attrition and layoffs.

## **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*

Please see Appendix C.

## **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)*

a. Mathematics expanded its options A (general mathematics), C (data science) and D (actuarial science) to the Quad Cities campus. In addition, the latter two options were upgraded to meet accreditation standards. This change will provide opportunities for students seeking to capitalize on fast growing career opportunities in mathematics and related areas, such as data science and actuarial science, and should appeal to residents of the greater Q.C. metro area. It will also allow more opportunities for double majors for students in Engineering and related areas that are a strength of the Moline campus. These changes reflect Western's academic excellence and educational opportunity missions.

b. The Department of Foreign Languages and Literatures spearheaded the new Latinx Studies

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minor. It is targeted towards the growing Latinx population, which now makes up about 17 percent of the U.S. citizenry, and an even greater proportion among young people. Exposure to culturally relevant materials in this minor will enhance confidence, self-esteem, and academic performance among this group. This initiative reflects Western's Social Responsibility goal, and its commitment to "equity, social justice, and diversity."

c. Under the leadership of Political Science professor Casey LaFrance, Western is creating a microcredentialing initiative that will serve the workforce needs of the region, targeting the currently employed or those interested in upskilling.

### **11. Eliminated academic programs**

*List eliminated majors, minors, other*

B.S. in Geology: this program will be discontinued; it currently is in teach-out to allow current students to complete their degree.

M.S. in Liberal Arts and Sciences: this program will be discontinued; it currently is in teach-out to allow current students to complete their degree.

### **12. Faculty activities**

*Include the following:*

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

Please see Appendix D for individual reporting of faculty activities by department.

### **13. Grant activities and external funding**

FUNDRAISING/DONOR SUPPORT:

Last Calendar year: (5/1/2023-4/30/2024) \$880,731 (including amount pledged through May 2024 -- \$1,247, 769.32)

Fiscal Year to date: \$790,017

GRANTS (Fiscal Year 2024 to date)

Proposals (8) – total request = \$660,150

Awards Received (7) total awards = \$3,494,881

Some major award recipients in CAS include:

Julia Albarracin (Political Science) \$2,200,000 from the U.S. Department of Education (Rural Postsecondary Economic Development)

Kimberly McClure (Psychology) \$747,000 from the U.S. Department of Justice

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Vaskar Nepal (Biological Sciences) \$62,934 from the U.S. National Oceanic and Atmospheric Administration

Liguo Song (Chemistry) \$251,506 from the U.S. Department of Justice

#### **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 distinguish themselves through providing general education and as a leader in experiential learning. We are a regional public university with a mandate to educate our citizenry so that they are productive, informed, compassionate members of society with meaningful careers, political and economic savvy. To achieve this goal, the College of Arts and Sciences nurtures critical thinking, intellectual agility, and the ability to communicate through our general education curriculum.

Experiential learning opportunities further build the critical skills that enhance students' careers, civic engagement, and the ability to pursue a meaningful life. CAS initiatives in this realm range from student research funded by the College, participation in Undergraduate Research Day, and outside simulation opportunities, such as Model Illinois Government or Model United Nations. In addition, many classes involve substantial experiential learning components. In an era of information saturation, a trend only heightened by the rise of Artificial Intelligence, viewing university curriculums merely as knowledge transmission platforms is not sufficient. Instead, our experiential learning offerings provide students the ability to integrate intellectual, emotional, and even physical aspects of learning that are necessary to thrive in an increasingly complex information

#### **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. College Clubs and Organizations:

CAS Student Council  
Pre-Professional Club (Biological Sciences)  
Beta Beta Beta (Biology Honorary)  
Zoology Club  
Chemistry Club  
Biochemistry Club  
Forensic Science Club  
Women in Science

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Severe Weather Club  
Student Society of Geography  
Gamma Theta Epsilon (Geography Honorary)  
Sigma Gamma Epsilon (Earth Sciences Honorary)  
African American Literary Society  
English Graduate Organization  
Interdisciplinary English and the Arts Society  
National Council of Teachers of English  
Sigma Tau Delta (English Honorary)  
French Coffee and Conversation  
Spanish Conversation Hour  
Associated Students of History  
Phi Alpha Theta (History Honorary)  
Math Club  
Student Nurses Association  
Physics Club  
Associated Students of Political Science  
Pi Sigma Alpha (Political Science Honorary)  
Psychology Club  
Psi Chi (Psychology Honorary)  
Religious and Cultural Studies Club\*  
African American Students Club  
Western Anthropology and Sociology Club  
Graduate Sociology Organization  
Alpha Kappa Delta (Sociology Honorary)  
Lambda Alpha (Anthropology Honorary)

\*Winner of CAS Award for Best Departmental Organization 2023-2024

b. n/a

c. CAS has created a Select Committee to Review the College Curriculum. This committee created a thoughtful and extensive report on the enhanced curriculum requirements that the College anticipates will enhance student learning and success, as well as making the College (and by extension WIU as a whole) more transfer-friendly.

Julia Albarracin (Political Science), in conjunction with colleagues in Student Services received a \$2.2 million grant from the U.S. Department of Education to improve rates of postsecondary enrollment and completion among rural residents in the region. Western was one of only 22 higher education institutions in the nation to receive this grant.

d. The College of Arts and Sciences worked with the Political Science department and outside organizations, such as the Central Illinois Autism Association to create a sensory room for neurodivergent students in 445 Morgan

## **16. Alumni highlights**

*List notable highlights from College alumni.*



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See individual department reports in the appendix. Many departments note that alumni have presented to current students on career advice. Some other highlights include:

Prominent writers who are English Department alumni – Julianna Goodman, Craig Finly, and Carlos Williamson – have agreed to share their work with faculty and students.

M.S. in Mathematics alum Yazan Musleh published a novel “Paradoxes, Ironies, & Lies” in Summer 2023.

Political Science graduate and WIU Board member Kirk Dillard delivered the 2023-2024 Hallwas Liberal Arts Lecture on April 9.

2015 Psychology graduate Ryanzo Perez received the Frank Fulkerson Outstanding Alumni award.

Sociology Alumnus Gary Craig (BA '76) is a managing partner for Vector Group, Inc. and was featured in the department's Fall 2023 Newsletter.

### **17. Community and/or regional engagement from College:**

*List notable community and regional engagement activities.*

CAS departments engage in considerable outreach and engagement with the community. A selected listing includes:

Biological Sciences hosts an annual Biology Day for regional high school students, offering learning opportunities and hands-on experiences.

Chemistry visits local and regional schools with chemistry demonstrations and hosts an annual program for Girl Scouts interested in STEM disciplines.

Earth, Atmospheric and Geographic Information Sciences (EAGIS) interact with the community through the GIS Center and in providing geospatial data to the region.

History hosted a Civil War reenactment group on the WIU campus that attracted interest from the region and the department created a Malpass Library exhibition and panel discussion entitled “Perceptions and Experiences of Asians and Asian Americans at WIU.”

Mathematics and Philosophy hosted an annual math competition for regional high school students.

The School of Nursing coordinated a successful triage/mass casualty event in collaboration with the paramedic department and the McDonough & Peoria County Coroner on October 13, 2023.

Physics hosted a Dual Enrollment Summer Research Program with students from the Illinois Math and Science Academy (IMSA).

Political Science organized a community-attended event with Professor Ibram X Kendi, author of “How to be an Antiracist.”

Psychology continued to operate the Psychology Clinic, which offers free psychological services to members of the university and regional community.

Please see Appendix D for a detailed listing of activities for all CAS departments.

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## **18. Conclusion**

Despite the challenges facing the College and WIU, Arts and Sciences remains a vital and essential part of the university and regional communities. As discussed above, CAS faculty are leaders in offering state-of-the-art pedagogy, including experiential learning. Development officer Amy Crosby's efforts to retrofit classrooms to encourage active learning and hands-on teaching reflect the college's focus on giving our students the best possible education. Individual departments' outreach to area high schools and community colleges play a key role in supplementing the university's critical recruitment efforts. Finally, the college is committed to offering general education classes that enrich students' intellectual perspectives, occupational opportunities, interpersonal skills and civic engagement aptitudes that will endure beyond graduation.

# Appendix A

## 4. Enrollment:

### a. Majors of New Freshmen, Fall 2019-2023

	2019	2020	2021	2022	2023
<b>COLLEGE OF ARTS AND SCIENCES</b>					
<b>Biological Sciences</b>	<b>48</b>	<b>66</b>	<b>58</b>	<b>66</b>	<b>40</b>
Biology	46	63	57	64	40
Clinical Laboratory Science	2	3	1	2	-
<b>Chemistry</b>	<b>41</b>	<b>55</b>	<b>35</b>	<b>24</b>	<b>21</b>
Chemistry	8	22	9	8	3
Forensic Chemistry	33	33	26	16	18
<b>English</b>	<b>9</b>	<b>6</b>	<b>11</b>	<b>12</b>	<b>8</b>
<b>Foreign Languages &amp; Literatures</b>	<b>5</b>	<b>-</b>	<b>3</b>	<b>7</b>	<b>4</b>
Foreign Languages & Cultures	5	-	3	7	4
<b>Earth, Atmospheric &amp; Geographic Info Sciences</b>	<b>8</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>7</b>
Geographic Information Science	2	2	3	3	-
Geology	1	-	1	-	3
Meteorology	5	5	6	7	4
<b>History</b>	<b>8</b>	<b>9</b>	<b>11</b>	<b>11</b>	<b>12</b>
<b>Mathematics &amp; Philosophy</b>	<b>8</b>	<b>3</b>	<b>6</b>	<b>8</b>	<b>3</b>
Mathematics	8	2	6	7	3
Pre-Engineering	-	1	-	1	-
<b>Nursing, School of</b>	<b>87</b>	<b>115</b>	<b>111</b>	<b>97</b>	<b>96</b>
Nursing Direct Admit	-	10	8	4	2
Pre-Nursing	87	105	103	93	94
<b>Physics</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>5</b>
<b>Political Science</b>	<b>6</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>13</b>
<b>Psychology</b>	<b>58</b>	<b>71</b>	<b>70</b>	<b>89</b>	<b>84</b>
<b>Race, Religion, Gender &amp; Multidisciplinary Studies</b>	<b>3</b>	<b>-</b>	<b>1</b>	<b>2</b>	<b>2</b>
Liberal Arts & Sciences	3	-	1	2	2
<b>Sociology and Anthropology</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>11</b>	<b>8</b>

**4. Enrollment.**

**a. 2. Majors of New Transfers, Fall 2019-2023**

	2019	2020	2021	2022	2023
<b>COLLEGE OF ARTS AND SCIENCES</b>					
<b>Biological Sciences</b>	<b>21</b>	<b>25</b>	<b>29</b>	<b>22</b>	<b>25</b>
Biology	21	24	27	22	22
Clinical Laboratory Science	-	1	2	-	3
<b>Chemistry</b>	<b>9</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>8</b>
Chemistry	6	2	2	3	4
Forensic Chemistry	3	3	7	4	4
<b>English</b>	<b>4</b>	<b>7</b>	<b>8</b>	<b>11</b>	<b>7</b>
<b>Foreign Languages &amp; Literature</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
Foreign Languages & Cultures	1	1	1	1	2
<b>Earth, Atmospheric &amp; Geographic Info Sciences</b>	<b>9</b>	<b>4</b>	<b>9</b>	<b>9</b>	<b>8</b>
Geographic Information Science	5	1	5	6	1
Geology	-	2	2	2	2
Meteorology	4	1	2	1	5
<b>History</b>	<b>11</b>	<b>8</b>	<b>13</b>	<b>7</b>	<b>11</b>
<b>Mathematics &amp; Philosophy</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>7</b>
Mathematics	3	-	3	3	7
<b>Nursing, School of</b>	<b>18</b>	<b>19</b>	<b>19</b>	<b>18</b>	<b>16</b>
Nursing	7	10	8	6	6
Pre-Nursing	11	9	11	12	10
<b>Physics</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>1</b>
<b>Political Science</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>6</b>	<b>5</b>
<b>Psychology</b>	<b>37</b>	<b>44</b>	<b>39</b>	<b>28</b>	<b>34</b>
<b>Race, Religion, Gender &amp; Multidisciplinary Studies</b>	<b>11</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>2</b>
Liberal Arts & Sciences	11	6	1	4	2
<b>Sociology and Anthropology</b>	<b>13</b>	<b>30</b>	<b>27</b>	<b>28</b>	<b>16</b>
Anthropology	6	9	10	8	12
Sociology	7	21	17	20	4
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>145</b>	<b>160</b>	<b>163</b>	<b>145</b>	<b>142</b>

#### 4. Enrollment

##### a.3. Majors of New Graduate Students, Fall 2019-2023

	2019	2020	2021	2022	2023
<b>COLLEGE OF ARTS AND SCIENCES</b>					
<b>Biology</b>	<b>10</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>11</b>
Biology	9	9	8	8	11
PBC-Biology-Zoo & Aquarium Studies	1	3	-	-	-
<b>Chemistry</b>	<b>4</b>	<b>7</b>	<b>15</b>	<b>4</b>	<b>11</b>
<b>English</b>	<b>10</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>7</b>
<b>Environmental Science: Large River Ecosystems</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>
<b>Earth, Atmospheric &amp; Geographic Info Sciences</b>	<b>1</b>	<b>5</b>	<b>16</b>	<b>9</b>	<b>7</b>
Geography	1	2	-	-	-
GIScience & Geoenvironment	-	3	16	9	7
<b>History</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>1</b>
<b>Mathematics &amp; Philosophy</b>	<b>5</b>	<b>3</b>	<b>10</b>	<b>12</b>	<b>9</b>
Mathematics	5	3	10	8	2
Teaching Mathematics	-	-	-	4	7
<b>Physics</b>	<b>7</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>4</b>
<b>Political Science</b>	<b>4</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>2</b>
<b>Psychology</b>	<b>17</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>19</b>
Psychology	11	11	12	11	13
Specialist in School Psychology	6	6	6	8	6
<b>Race, Religion, Gender &amp; Multidisciplinary Studies</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>
Liberal Arts & Sciences	2	2	1	1	1
<b>Sociology</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>5</b>
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>69</b>	<b>70</b>	<b>103</b>	<b>78</b>	<b>77</b>

4. Enrollment

a.4. Undergraduate and Graduate Enrollment by College, Department and Major, Fall 2019-2023

College/Department/Major	2019			2020			2021			2022			2023			Percent Change 2019-2023		
	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total	Undergrad	Grad	Total
<b>COLLEGE OF ARTS &amp; SCIENCES</b>																		
<b>Biological Sciences</b>	302	46	348	269	33	302	259	38	297	219	28	247	184	36	220	-39.1%	-21.7%	-36.8%
Biology	283	45	328	248	30	278	243	36	279	204	27	231	166	36	202	-41.3%	-20.0%	-38.4%
Biology Education	6	-	6	7	-	7	6	-	6	7	-	7	8	-	8	33.3%	-	33.3%
Clinical Laboratory Science	13	-	13	14	-	14	10	-	10	8	-	8	10	-	10	-23.1%	-	-23.1%
Zoo & Aquarium Studies (PBC)	-	1	1	-	3	3	-	2	2	-	1	1	-	-	-	-	-100.0%	-100.0%
<b>Chemistry</b>	125	31	156	132	26	158	109	35	144	95	27	122	95	19	114	-24.0%	-38.7%	-26.9%
Chemistry	39	31	70	47	26	73	38	35	73	30	27	57	26	19	45	-33.3%	-38.7%	-35.7%
Chemistry Education	4	-	4	2	-	2	2	-	2	1	-	1	1	-	1	-75.0%	-	-75.0%
Forensic Chemistry	82	-	82	83	-	83	69	-	69	64	-	64	68	-	68	-17.1%	-	-17.1%
<b>Earth, Atmospheric &amp; GIS</b>	51	5	56	51	10	61	53	29	82	63	30	93	60	26	86	17.6%	420.0%	53.6%
Geographic Information Science	20	5	25	18	-	18	18	-	18	25	-	25	20	-	20	0.0%	-100.0%	-20.0%
Geology	11	-	11	10	-	10	11	-	11	11	-	11	14	-	14	27.3%	-	27.3%
GIScience & Geoenvironment	-	-	-	-	10	10	-	28	28	-	30	30	-	26	26	-	-	-
GIS Analysis (PBC)	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
Meteorology	20	-	20	23	-	23	24	-	24	27	-	27	26	-	26	30.0%	-	30.0%
<b>English</b>	71	26	97	61	26	87	67	21	88	77	22	99	66	22	88	-7.0%	-15.4%	-9.3%
English	40	26	66	31	26	57	30	21	51	40	22	62	41	22	63	2.5%	-15.4%	-4.5%
English Education	31	-	31	30	-	30	37	-	37	37	-	37	25	-	25	-19.4%	-	-19.4%
<b>Environmental Science (Ph. D.)</b>	-	6	6	-	3	3	-	3	3	-	4	4	-	5	5	-	-16.7%	-16.7%
<b>Foreign Languages &amp; Literatures</b>	24	-	24	21	-	21	21	-	21	19	-	19	23	-	23	-2.1%	-	-2.1%
Foreign Languages & Cultures	18	-	18	16	-	16	20	-	20	19	-	19	15	-	15	-15.0%	-	-15.0%
Foreign Languages Education	-	-	-	-	-	-	-	-	-	-	-	-	8	-	8	40.0%	-	40.0%
Spanish Education	6	-	6	5	-	5	1	-	1	-	-	-	-	-	-	-85.7%	-	-85.7%
<b>History</b>	70	9	79	72	11	83	66	12	78	50	15	65	70	9	79	0.0%	0.0%	0.0%
History	33	9	42	32	11	43	25	12	37	14	15	29	24	9	33	-27.3%	0.0%	-21.4%
History Education	37	-	37	40	-	40	41	-	41	36	-	36	46	-	46	24.3%	-	24.3%
<b>Mathematics &amp; Philosophy</b>	29	9	38	16	10	26	22	17	39	26	26	52	29	29	58	0.0%	222.2%	52.6%
Mathematics	15	9	24	8	10	18	13	17	30	16	17	33	21	16	37	40.0%	77.8%	54.2%
Mathematics Education	13	-	13	7	-	7	9	-	9	10	-	10	8	-	8	-38.5%	-	-38.5%
Philosophy	1	-	1	1	-	1	-	-	-	-	-	-	-	-	-	-100.0%	-	-100.0%
Teaching Mathematics	-	-	-	-	-	-	-	-	-	-	9	9	-	13	13	-	-	-
<b>Nursing, School of</b>	248	-	248	282	-	282	293	-	293	280	-	280	269	-	269	4.6%	-	4.6%
Nursing	101	-	101	104	-	104	94	-	94	96	-	96	95	-	95	-6.8%	-	-6.8%
Pre-Nursing	147	-	147	178	-	178	199	-	199	184	-	184	169	-	169	12.1%	-	12.1%
Direct Admit Nursing	-	-	-	-	-	-	-	-	-	-	-	-	5	-	5	2.7%	-	2.7%
<b>Physics</b>	17	15	32	14	16	30	12	14	26	13	12	25	15	11	26	-11.8%	-26.7%	-18.8%
Physics	17	15	32	14	16	30	12	14	26	13	12	25	13	11	24	-23.5%	-26.7%	-25.0%
Physics Education	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	-	-	-
<b>Political Science</b>	55	11	66	65	11	76	55	17	72	62	9	71	56	6	62	1.8%	-45.5%	-6.1%
<b>Psychology</b>	294	49	343	319	46	365	346	48	394	353	50	403	327	53	380	11.2%	8.2%	10.8%
Psychology	294	33	327	319	30	349	346	30	376	353	30	383	327	33	360	11.2%	0.0%	10.1%
School Psychology	-	16	16	-	16	16	-	18	18	-	20	20	-	20	20	-	25.0%	25.0%
<b>Race, Religion, Gender &amp; Multidisciplinary Studies</b>	51	5	56	43	2	45	20	3	23	25	3	28	15	4	19	-70.6%	-20.0%	-66.1%
Liberal Arts & Sciences	51	5	56	43	2	45	20	3	23	25	3	28	15	4	19	-70.6%	-20.0%	-66.1%
<b>Sociology &amp; Anthropology</b>	71	13	84	107	12	119	110	20	130	127	13	140	106	12	118	49.3%	-7.7%	40.5%
Anthropology	40	-	40	49	-	49	52	-	52	46	-	46	45	-	45	12.5%	-	12.5%
Sociology	31	13	44	58	12	70	58	20	78	81	13	94	61	12	73	96.8%	-7.7%	65.9%
<b>TOTAL ARTS &amp; SCIENCES</b>	1,408	225	1,633	1,452	206	1,658	1,433	257	1,690	1,409	239	1,648	1,315	232	1,547	-6.6%	3.1%	-5.3%



4. Enrollment

b. Undergraduate and Graduate Headcount Enrollment by Race/Ethnicity, Gender, and Country of Origin, Fall 2019-2023

Fall 2019

Undergraduate Degree Program	International	Black	American		Hispanic	Pacific Islander	White	Two or More	Unknown	MALE TOTAL	FEMALE TOTAL	GRAND TOTAL
			Indian	Asian								
<b>COLLEGE OF ARTS AND SCIENCES</b>												
<b>B.S. in Biological Sciences</b>	1	86	-	6	45	-	147	11	6	86	216	302
B.S. in Biology	1	82	-	6	43	-	136	9	6	80	203	283
B.S. in Biology Education	-	-	-	-	-	-	6	-	-	3	3	6
B.S. in Clinical Laboratory Science	-	4	-	-	2	-	5	2	-	3	10	13
<b>B.S. in Chemistry</b>	1	21	1	1	21	-	75	3	2	42	83	125
B.S. in Chemistry	-	5	1	-	5	-	25	2	1	18	21	39
B.S. in Chemistry Education	-	-	-	-	1	-	3	-	-	3	1	4
B.S. in Forensic Chemistry	1	16	-	1	15	-	47	1	1	21	61	82
<b>B.A. in English</b>	-	14	-	-	5	-	48	-	4	21	50	71
B.A. in English	-	8	-	-	4	-	25	-	3	13	27	40
B.A. in English Education	-	6	-	-	1	-	23	-	1	8	23	31
<b>B.A. in Foreign Languages and Literatures</b>	-	-	-	-	12	-	11	1	-	10	14	24
B.A. in Foreign Languages & Cultures	-	-	-	-	6	-	6	1	-	5	8	13
B.A. in Foreign Languages & Cultures Educator	-	-	-	-	4	-	1	-	-	2	3	5
B.A. in French Education	-	-	-	-	-	-	-	-	-	-	-	-
B.A. in Spanish Education	-	-	-	-	2	-	4	-	-	3	3	6
<b>B.S. in Earth, Atmospheric &amp; GIS</b>	2	5	-	-	3	-	38	-	3	36	15	51
B.S. in Geographic Information Science*	2	2	-	-	1	-	15	-	-	14	6	20
B.S. in Geology	-	3	-	-	-	-	6	-	2	6	5	11
B.S. in Meteorology	-	-	-	-	2	-	17	-	1	16	4	20
<b>B.A. in History</b>	-	4	-	-	3	-	61	2	-	47	23	70
B.A. in History	-	3	-	-	1	-	29	-	-	22	11	33
B.A. in History Education	-	1	-	-	2	-	32	2	-	25	12	37
<b>B.A. in Liberal Arts and Sciences</b>	-	12	-	2	5	-	29	2	1	18	33	51
<b>B.S. in Mathematics/B.A. in Philosophy</b>	1	7	-	1	3	-	14	3	-	15	14	29
B.S. in Mathematics	1	4	-	-	2	-	8	-	-	8	7	15
B.S. in Mathematics Education	-	3	-	1	1	-	6	2	-	6	7	13
B.A. in Philosophy	-	-	-	-	-	-	-	1	-	1	-	1
<b>B.S.N. in Nursing</b>	1	85	2	3	24	-	121	8	4	25	223	248
B.S.N. in Nursing	1	15	2	2	11	-	68	2	-	12	89	101
Pre-Nursing	-	70	-	1	13	-	53	6	4	13	134	147
<b>B.S. in Physics</b>	-	-	-	1	-	-	15	-	1	10	7	17
B.S. in Physics	-	-	-	1	-	-	15	-	1	10	7	17
B.S. in Physics Education	-	-	-	-	-	-	-	-	-	-	-	-
<b>B.A. in Political Science</b>	1	19	-	1	10	1	20	3	-	25	30	55
<b>B.S. in Psychology</b>	2	80	1	1	51	1	140	9	9	63	231	294
<b>B.A. in Sociology/Anthropology</b>	1	12	-	-	7	-	48	2	1	20	51	71
B.A. in Anthropology	-	2	-	-	4	-	33	1	-	12	28	40
B.A. in Sociology	1	10	17	-	3	-	15	1	1	8	23	31
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>10</b>	<b>345</b>	<b>4</b>	<b>16</b>	<b>189</b>	<b>2</b>	<b>767</b>	<b>44</b>	<b>31</b>	<b>418</b>	<b>990</b>	<b>1,408</b>

**Fall 2019 (cont.)**

Graduate Degree Program	<u>International</u>	<u>Black</u>	American <u>Indian</u>	<u>Asian</u>	<u>Hispanic</u>	Pacific <u>Islander</u>	<u>White</u>	Two or More	Unknown	MALE TOTAL	FEMALE TOTAL	GRAND TOTAL
<b>COLLEGE OF ARTS &amp; SCIENCES</b>												
M.S./PBC in Biological Sciences	12	-	-	-	1	-	30	2	1	21	25	46
M.S. in Biology	12	-	-	-	1	-	29	2	1	20	25	45
PBC in Zoo & Aquarium Studies	-	-	-	-	-	-	1	-	-	1	-	1
M.S. in Chemistry	16	-	-	1	-	-	12	1	1	16	15	31
M.A. in English	4	4	-	-	-	-	18	-	-	9	17	26
Ph.D. in Environmental Science: Large River Ecosys	1	-	-	-	-	-	5	-	-	1	5	6
M.A./PBC in Geography	1	-	-	-	-	-	4	-	-	4	1	5
M.A. in Geography	1	-	-	-	-	-	4	-	-	4	1	5
M.A. in History	-	-	-	-	-	-	9	-	-	5	4	9
Master of Liberal Arts & Sciences	-	2	-	-	-	-	3	-	-	3	2	5
M.S. in Mathematics	4	-	-	2	-	-	3	-	-	5	4	9
M.S. in Physics	14	-	-	-	-	-	1	-	-	13	2	15
M.A. in Political Science	2	3	1	-	-	-	5	-	-	3	8	11
M.S./Specialist in Psychology	2	2	-	1	2	-	42	-	-	15	34	49
M.S. in Psychology	2	2	-	1	-	-	28	-	-	11	22	33
Specialist in School Psychology	-	-	-	-	2	-	14	-	-	4	12	16
M.A. in Sociology	6	2	-	-	1	-	3	-	1	5	8	13
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>62</b>	<b>13</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>135</b>	<b>3</b>	<b>3</b>	<b>100</b>	<b>125</b>	<b>225</b>

Fall 2020

Undergraduate Degree Program	International	Black	American		Hispanic	Pacific		White	Two or More	Unknown	MALE TOTAL	FEMALE TOTAL	GRAND TOTAL
			Indian	Asian		Islander	White						
<b>COLLEGE OF ARTS AND SCIENCES</b>													
<b>Biological Sciences</b>	<b>2</b>	<b>64</b>	-	<b>3</b>	<b>35</b>	-	<b>81</b>	<b>9</b>	<b>3</b>	<b>61</b>	<b>136</b>	<b>197</b>	
B.S. in Biology	2	59	-	2	34	-	76	9	3	58	127	185	
B.S. in Biology Education	-	2	-	-	1	-	3	-	-	2	4	6	
B.S. in Clinical Laboratory Science	-	3	-	1	-	-	2	-	-	1	5	6	
<b>Chemistry</b>	<b>1</b>	<b>11</b>	-	-	<b>13</b>	-	<b>26</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>38</b>	<b>53</b>	
B.S. in Chemistry	1	1	-	-	3	-	8	-	-	6	7	13	
B.S. in Chemistry Education	-	-	-	-	-	-	1	-	-	-	1	1	
B.S. in Forensic Chemistry	-	10	-	-	10	-	17	1	1	9	30	39	
<b>English</b>	-	<b>10</b>	-	-	<b>3</b>	-	<b>34</b>	-	<b>2</b>	<b>20</b>	<b>29</b>	<b>49</b>	
B.A. in English	-	5	-	-	2	-	17	-	1	14	11	25	
B.A. in English Education	-	5	-	-	1	-	17	-	1	6	18	24	
<b>Foreign Languages and Literatures</b>	-	-	-	-	<b>6</b>	-	<b>5</b>	-	-	<b>3</b>	<b>8</b>	<b>11</b>	
B.A. in Foreign Languages & Cultures	-	-	-	-	3	-	3	-	-	2	4	6	
B.A. in Foreign Languages & Cultures Education	-	-	-	-	2	-	1	-	-	-	3	3	
B.A. in Spanish Education	-	-	-	-	1	-	1	-	-	1	1	2	
<b>Earth, Atmospheric &amp; Geographic Info Science</b>	-	<b>2</b>	-	-	<b>2</b>	-	<b>13</b>	-	-	<b>12</b>	<b>5</b>	<b>17</b>	
B.S. in Geographic Information Science	-	1	-	-	-	-	4	-	-	3	2	5	
B.S. in Geology	-	1	-	-	-	-	3	-	-	3	1	4	
B.S. in Meteorology	-	-	-	-	2	-	6	-	-	6	2	8	
<b>History</b>	-	<b>2</b>	-	-	<b>2</b>	-	<b>32</b>	<b>1</b>	-	<b>29</b>	<b>8</b>	<b>37</b>	
B.A. in History	-	1	-	-	2	-	14	1	-	15	3	18	
B.A. in History Education	-	1	-	-	-	-	18	-	-	14	5	19	
<b>B.A. in Liberal Arts and Sciences</b>	-	<b>9</b>	-	-	<b>2</b>	-	<b>19</b>	<b>2</b>	-	<b>11</b>	<b>21</b>	<b>32</b>	
<b>Mathematics &amp; Philosophy</b>	<b>1</b>	<b>1</b>	-	<b>1</b>	<b>1</b>	-	<b>6</b>	<b>1</b>	-	<b>5</b>	<b>6</b>	<b>11</b>	
B.S. in Mathematics	1	-	-	-	1	-	3	-	-	2	3	5	
B.S. in Mathematics Education	-	-	-	1	-	-	3	-	-	1	3	4	
B.A. in Philosophy	-	-	-	-	-	-	-	1	-	1	-	1	
Pre-Engineering	-	1	-	-	-	-	-	-	-	1	-	1	
<b>B.S.N. in Nursing</b>	-	<b>92</b>	<b>2</b>	<b>4</b>	<b>23</b>	-	<b>60</b>	<b>5</b>	<b>2</b>	<b>26</b>	<b>162</b>	<b>188</b>	
B.S.N. in Nursing	-	2	2	1	6	-	20	1	-	6	26	32	
Pre-Nursing	-	90	-	3	17	-	40	4	2	20	136	156	
<b>B.S. in Physics</b>	-	-	-	<b>1</b>	<b>1</b>	-	<b>5</b>	-	-	<b>4</b>	<b>3</b>	<b>7</b>	
<b>B.A. in Political Science</b>	<b>1</b>	<b>11</b>	-	<b>1</b>	<b>4</b>	<b>1</b>	<b>12</b>	<b>2</b>	-	<b>15</b>	<b>17</b>	<b>32</b>	
<b>B.S. in Psychology</b>	<b>3</b>	<b>41</b>	<b>2</b>	<b>2</b>	<b>25</b>	<b>1</b>	<b>78</b>	<b>6</b>	<b>3</b>	<b>29</b>	<b>132</b>	<b>161</b>	
<b>Sociology &amp; Anthropology</b>	-	<b>13</b>	-	<b>1</b>	<b>14</b>	-	<b>65</b>	<b>5</b>	<b>2</b>	<b>26</b>	<b>74</b>	<b>100</b>	
B.A. in Anthropology	-	2	-	-	3	-	39	-	2	14	32	46	
B.A. in Sociology	-	11	-	1	11	-	26	5	-	12	42	54	
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>8</b>	<b>256</b>	<b>4</b>	<b>13</b>	<b>131</b>	<b>2</b>	<b>436</b>	<b>32</b>	<b>13</b>	<b>256</b>	<b>639</b>	<b>895</b>	

**Fall 2020 (cont.)**

Graduate Degree Program	<u>International</u>	<u>Black</u>	<u>American Indian</u>	<u>Asian</u>	<u>Hispanic</u>	<u>Pacific Islander</u>	<u>White</u>	<u>Two or More</u>	<u>Unknown</u>	<u>MALE TOTAL</u>	<u>FEMALE TOTAL</u>	<u>GRAND TOTAL</u>
<b>COLLEGE OF ARTS &amp; SCIENCES</b>												
M.S./PBC in Biological Sciences	4	-	-	-	-	-	27	2	-	10	23	33
M.S. in Biology	4	-	-	-	-	-	24	2	-	10	20	30
PBC in Zoo & Aquarium Studies	-	-	-	-	-	-	3	-	-	-	3	3
M.S. in Chemistry	9	1	-	-	2	-	12	1	1	12	14	26
M.A. in English	2	2	-	-	3	-	19	-	-	10	16	26
Ph.D. in Environmental Science: Large River Ecosys	1	-	-	-	-	-	2	-	-	-	3	3
M.A./PBC in GIScience & Geoenvironment*	4	-	-	-	-	-	5	-	1	6	4	10
M.S. in GIScience & Geoenvironment*	4	-	-	-	-	-	5	-	1	6	4	10
M.A. in History	-	1	-	-	-	-	10	-	-	7	4	11
Master of Liberal Arts & Sciences	-	-	-	-	-	-	2	-	-	1	1	2
M.S. in Mathematics	3	-	-	1	-	-	6	-	-	2	8	10
M.S. in Physics	12	-	-	2	-	-	2	-	-	16	-	16
M.A. in Political Science	3	1	1	-	-	-	4	2	-	5	6	11
M.S./Specialist in Psychology	3	3	-	-	1	-	38	1	-	15	31	46
M.S. in Psychology	3	2	-	-	-	-	24	1	-	10	20	30
Specialist in School Psychology	-	1	-	-	1	-	14	-	-	5	11	16
M.A. in Sociology	3	2	-	-	2	-	4	-	1	3	9	12
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>44</b>	<b>10</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>-</b>	<b>131</b>	<b>6</b>	<b>3</b>	<b>87</b>	<b>119</b>	<b>206</b>



Fall 2021

Undergraduate Degree Program	International	Black	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Unknown	MALE TOTAL	FEMALE TOTAL	GRAND TOTAL
<b>COLLEGE OF ARTS AND SCIENCES</b>												
<b>Biological Sciences</b>	<b>9</b>	<b>73</b>	-	<b>4</b>	<b>38</b>	-	<b>120</b>	<b>9</b>	<b>6</b>	<b>70</b>	<b>189</b>	<b>259</b>
B.S. in Biology	7	71	-	3	35	-	112	9	6	66	177	243
B.S. in Biology Education	-	1	-	-	1	-	4	-	-	2	4	6
B.S. in Clinical Laboratory Science	2	1	-	1	2	-	4	-	-	2	8	10
<b>Chemistry</b>	<b>5</b>	<b>16</b>	-	<b>1</b>	<b>17</b>	-	<b>64</b>	<b>5</b>	<b>1</b>	<b>35</b>	<b>74</b>	<b>109</b>
B.S. in Chemistry	4	7	-	1	5	-	20	1	-	18	20	38
B.S. in Chemistry Education	-	-	-	-	-	-	2	-	-	2	-	2
B.S. in Forensic Chemistry	1	9	-	-	12	-	42	4	1	15	54	69
<b>Earth, Atmospheric &amp; Geographic Info Science</b>	<b>1</b>	<b>5</b>	-	-	<b>2</b>	-	<b>40</b>	-	<b>5</b>	<b>37</b>	<b>16</b>	<b>53</b>
B.S. in Geographic Information Science	-	2	-	-	-	-	12	-	4	13	5	18
B.S. in Geology	1	1	-	-	-	-	8	-	1	9	2	11
B.S. in Meteorology	-	2	-	-	2	-	20	-	-	15	9	24
<b>English</b>	-	<b>8</b>	-	-	<b>3</b>	-	<b>53</b>	<b>1</b>	<b>2</b>	<b>21</b>	<b>46</b>	<b>67</b>
B.A. in English	-	2	-	-	2	-	24	1	1	11	19	30
B.A. in English Education	-	6	-	-	1	-	29	-	1	10	27	37
<b>Foreign Languages and Literatures</b>	-	-	-	-	<b>11</b>	-	<b>9</b>	<b>1</b>	-	<b>10</b>	<b>11</b>	<b>21</b>
B.A. in Foreign Languages & Cultures	-	-	-	-	9	-	5	1	-	8	7	15
B.A. in Foreign Languages & Cultures Education	-	-	-	-	2	-	3	-	-	2	3	5
B.A. in Spanish Education	-	-	-	-	-	-	1	-	-	-	1	1
<b>History</b>	-	<b>4</b>	-	-	<b>5</b>	-	<b>56</b>	<b>1</b>	-	<b>45</b>	<b>21</b>	<b>66</b>
B.A. in History	-	3	-	-	1	-	20	1	-	16	9	25
B.A. in History Education	-	1	-	-	4	-	36	-	-	29	12	41
<b>B.A. in Liberal Arts and Sciences</b>	-	<b>4</b>	-	-	<b>2</b>	-	<b>13</b>	<b>1</b>	-	<b>8</b>	<b>12</b>	<b>20</b>
<b>Mathematics &amp; Philosophy</b>	<b>3</b>	<b>1</b>	-	<b>1</b>	<b>3</b>	-	<b>15</b>	<b>1</b>	-	<b>11</b>	<b>13</b>	<b>24</b>
B.S. in Mathematics	3	-	-	-	2	-	8	-	-	4	9	13
B.S. in Mathematics Education	-	1	-	1	-	-	6	1	-	6	3	9
Pre-Engineering	-	-	-	-	1	-	1	-	-	1	1	2
<b>B.S.N. in Nursing</b>	<b>7</b>	<b>135</b>	<b>1</b>	<b>7</b>	<b>29</b>	-	<b>99</b>	<b>9</b>	<b>6</b>	<b>34</b>	<b>259</b>	<b>293</b>
B.S.N. in Nursing	5	19	1	2	11	-	48	6	2	12	82	94
Pre-Nursing	2	116	-	5	18	-	51	3	4	22	177	199
<b>B.S. in Physics</b>	<b>2</b>	-	-	-	<b>1</b>	-	<b>9</b>	-	-	<b>9</b>	<b>3</b>	<b>12</b>
B.S. in Physics	2	-	-	-	1	-	9	-	-	9	3	12
<b>B.A. in Political Science</b>	<b>2</b>	<b>20</b>	-	<b>2</b>	<b>9</b>	-	<b>18</b>	<b>4</b>	-	<b>23</b>	<b>32</b>	<b>55</b>
<b>B.S. in Psychology</b>	<b>3</b>	<b>92</b>	<b>1</b>	<b>4</b>	<b>45</b>	-	<b>179</b>	<b>14</b>	<b>8</b>	<b>71</b>	<b>275</b>	<b>346</b>
<b>Sociology &amp; Anthropology</b>	-	<b>17</b>	<b>1</b>	-	<b>11</b>	-	<b>76</b>	<b>4</b>	<b>1</b>	<b>28</b>	<b>82</b>	<b>110</b>
B.A. in Anthropology	-	1	-	-	3	-	44	3	1	12	40	52
B.A. in Sociology	-	16	1	-	8	-	32	1	-	16	42	58
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>32</b>	<b>375</b>	<b>3</b>	<b>19</b>	<b>176</b>	-	<b>751</b>	<b>50</b>	<b>29</b>	<b>402</b>	<b>1,033</b>	<b>1,435</b>

**Fall 2021 (cont.)**

Graduate Degree Program	<u>International</u>	<u>Black</u>	American <u>Indian</u>	<u>Asian</u>	<u>Hispanic</u>	Pacific <u>Islander</u>	<u>White</u>	Two or More	Unknown	MALE TOTAL	FEMALE TOTAL	GRAND TOTAL
<b>COLLEGE OF ARTS &amp; SCIENCES</b>												
M.S./PBC in Biological Sciences	11	-	-	-	-	-	25	2	-	14	24	38
M.S. in Biology	11	-	-	-	-	-	23	2	-	14	22	36
PBC in Zoo & Aquarium Studies	-	-	-	-	-	-	2	-	-	-	2	2
M.S. in Chemistry	19	1	-	-	2	-	12	-	1	14	21	35
M.A. in English	2	-	-	-	3	-	16	-	-	5	16	21
Ph.D. in Environmental Science: Large River Ecosys	2	-	-	-	-	-	1	-	-	2	1	3
M.A./PBC in GIScience & Geoenvironment	21	-	-	-	1	-	6	-	1	18	11	29
M.S. in GIScience & Geoenvironment	21	-	-	-	1	-	5	-	1	17	11	28
PBC in GIS Analysis	-	-	-	-	-	-	1	-	-	1	-	1
M.A. in History	3	1	-	-	-	-	8	-	-	8	4	12
Master of Liberal Arts & Sciences	-	-	-	-	-	-	3	-	-	2	1	3
M.S. in Mathematics	6	-	-	-	1	-	9	-	1	9	8	17
M.S. in Physics	11	-	-	2	-	-	1	-	-	10	4	14
M.A. in Political Science	10	1	-	-	-	-	5	1	-	9	8	17
M.S./Specialist in Psychology	1	3	-	1	5	-	36	1	1	13	35	48
M.S. in Psychology	1	2	-	-	3	-	23	1	-	9	21	30
Specialist in School Psychology	-	1	-	1	2	-	13	-	1	4	14	18
M.A. in Sociology	9	4	-	-	2	-	4	-	1	8	12	20
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>95</b>	<b>10</b>	<b>-</b>	<b>3</b>	<b>14</b>	<b>-</b>	<b>126</b>	<b>4</b>	<b>5</b>	<b>112</b>	<b>145</b>	<b>257</b>



Fall 2022

Undergraduate Degree Program	International	Black	American		Hispanic	Pacific	White	Two or More	Unknown	MALE TOTAL	FEMALE TOTAL	GRAND TOTAL
			Indian	Asian		Islander						
<b>COLLEGE OF ARTS AND SCIENCES</b>												
<b>Biological Sciences</b>	<b>8</b>	<b>55</b>	-	<b>4</b>	<b>32</b>	-	<b>104</b>	<b>10</b>	<b>6</b>	<b>56</b>	<b>163</b>	<b>219</b>
B.S. in Biology	7	54	-	4	30	-	94	9	6	54	150	204
B.S. in Biology Education	-	-	-	-	-	-	7	-	-	1	6	7
B.S. in Clinical Laboratory Science	1	1	-	-	2	-	3	1	-	1	7	8
<b>Chemistry</b>	<b>8</b>	<b>10</b>	-	<b>1</b>	<b>15</b>	-	<b>58</b>	<b>2</b>	<b>1</b>	<b>27</b>	<b>68</b>	<b>95</b>
B.S. in Chemistry	6	4	-	1	4	-	15	-	-	12	18	30
B.S. in Chemistry Education	-	-	-	-	-	-	1	-	-	1	-	1
B.S. in Forensic Chemistry	2	6	-	-	11	-	42	2	1	14	50	64
<b>Earth, Atmospheric &amp; Geographic Info Science</b>	<b>6</b>	<b>4</b>	-	-	<b>5</b>	-	<b>46</b>	-	<b>2</b>	<b>39</b>	<b>24</b>	<b>63</b>
B.S. in Geographic Information Science	2	2	-	-	2	-	18	-	1	15	10	25
B.S. in Geology	3	-	-	-	-	-	8	-	-	8	3	11
B.S. in Meteorology	1	2	-	-	3	-	20	-	1	16	11	27
<b>English</b>	<b>2</b>	<b>11</b>	-	-	<b>3</b>	-	<b>60</b>	-	<b>1</b>	<b>23</b>	<b>54</b>	<b>77</b>
B.A. in English	2	5	-	-	3	-	30	-	-	9	31	40
B.A. in English Education	-	6	-	-	-	-	30	-	1	14	23	37
<b>Foreign Languages and Literatures</b>	-	-	-	-	<b>10</b>	-	<b>8</b>	<b>1</b>	-	<b>11</b>	<b>8</b>	<b>19</b>
B.A. in Foreign Languages & Cultures	-	-	-	-	7	-	2	1	-	7	3	10
B.A. in Foreign Languages & Cultures Education	-	-	-	-	3	-	6	-	-	4	5	9
<b>History</b>	-	<b>5</b>	-	-	<b>4</b>	-	<b>39</b>	<b>2</b>	-	<b>33</b>	<b>17</b>	<b>50</b>
B.A. in History	-	2	-	-	-	-	12	-	-	7	7	14
B.A. in History Education	-	3	-	-	4	-	27	2	-	26	10	36
<b>Mathematics &amp; Philosophy</b>	<b>5</b>	<b>4</b>	-	<b>1</b>	<b>1</b>	-	<b>16</b>	-	-	<b>13</b>	<b>14</b>	<b>27</b>
B.S. in Mathematics	4	1	-	-	1	-	10	-	-	6	10	16
B.S. in Mathematics Education	1	3	-	1	-	-	5	-	-	6	4	10
Pre-Engineering	-	-	-	-	-	-	1	-	-	1	-	1
<b>B.S.N. in Nursing</b>	<b>13</b>	<b>144</b>	<b>1</b>	<b>7</b>	<b>25</b>	-	<b>77</b>	<b>9</b>	<b>4</b>	<b>33</b>	<b>247</b>	<b>280</b>
B.S.N. in Nursing	9	19	1	2	13	-	46	4	2	16	80	96
Pre-Nursing	4	125	-	5	12	-	31	5	2	17	167	184
<b>B.S. in Physics</b>	<b>1</b>	-	-	-	<b>2</b>	-	<b>10</b>	-	-	<b>10</b>	<b>3</b>	<b>13</b>
B.S. in Physics	1	-	-	-	2	-	10	-	-	10	3	13
<b>B.A. in Political Science</b>	<b>1</b>	<b>19</b>	-	<b>1</b>	<b>14</b>	-	<b>21</b>	<b>5</b>	<b>1</b>	<b>30</b>	<b>32</b>	<b>62</b>
<b>B.S. in Psychology</b>	<b>8</b>	<b>108</b>	<b>2</b>	<b>4</b>	<b>46</b>	-	<b>163</b>	<b>17</b>	<b>5</b>	<b>75</b>	<b>278</b>	<b>353</b>
<b>Race, Religion, Gender &amp; Multidiscip. Studies*</b>	-	<b>3</b>	-	<b>1</b>	<b>2</b>	-	<b>18</b>	<b>1</b>	-	<b>9</b>	<b>16</b>	<b>25</b>
B.A. in Liberal Arts and Sciences	-	3	-	1	2	-	18	1	-	9	16	25
<b>Sociology &amp; Anthropology</b>	<b>1</b>	<b>19</b>	<b>1</b>	-	<b>13</b>	-	<b>85</b>	<b>6</b>	<b>2</b>	<b>28</b>	<b>99</b>	<b>127</b>
B.A. in Anthropology	-	3	-	-	2	-	36	4	1	9	37	46
B.A. in Sociology	1	16	1	-	11	-	49	2	1	19	62	81
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>53</b>	<b>382</b>	<b>4</b>	<b>19</b>	<b>172</b>	-	<b>705</b>	<b>53</b>	<b>22</b>	<b>387</b>	<b>1,023</b>	<b>1,410</b>

**Fall 2022 (cont.)**

Graduate Degree Program	<u>International</u>	<u>Black</u>	American <u>Indian</u>	<u>Asian</u>	<u>Hispanic</u>	Pacific <u>Islander</u>	<u>White</u>	Two or More	Unknown	MALE TOTAL	FEMALE TOTAL	GRAND TOTAL
<b>COLLEGE OF ARTS &amp; SCIENCES</b>												
M.S./PBC in Biological Sciences	15	-	-	1	-	-	11	1	-	10	18	28
M.S. in Biology	15	-	-	1	-	-	10	1	-	10	17	27
PBC in Zoo & Aquarium Studies	-	-	-	-	-	-	1	-	-	-	1	1
M.S. in Chemistry	19	-	-	-	-	-	8	-	-	9	18	27
M.A. in English	3	1	-	-	3	-	15	-	-	6	16	22
Ph.D. in Environmental Science: Large River Ecosys	2	-	-	-	-	-	2	-	-	2	2	4
M.A./PBC in GIScience & Geoenvironment	25	-	-	-	1	-	3	-	1	20	10	30
M.S. in GIScience & Geoenvironment	25	-	-	-	1	-	3	-	1	20	10	30
M.A. in History	7	-	-	-	-	-	8	-	-	9	6	15
Master of Liberal Arts & Sciences	-	-	-	-	-	-	3	-	-	1	2	3
M.S. in Mathematics	8	-	-	-	-	-	16	-	2	10	16	26
M.S. in Mathematics	8	-	-	-	-	-	8	-	1	10	7	17
M.S. in Teaching Mathematics	-	-	-	-	-	-	8	-	1	-	9	9
M.S. in Physics	9	-	-	1	-	-	2	-	-	10	2	12
M.A. in Political Science	3	3	-	-	-	-	2	1	-	4	5	9
M.S./Specialist in Psychology	4	3	-	1	6	-	33	1	2	9	41	50
M.S. in Psychology	4	1	-	-	4	-	19	1	1	6	24	30
Specialist in School Psychology	-	2	-	1	2	-	14	-	1	3	17	20
M.A. in Sociology	5	4	-	-	-	-	4	-	-	7	6	13
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>100</b>	<b>11</b>	<b>-</b>	<b>3</b>	<b>10</b>	<b>-</b>	<b>107</b>	<b>3</b>	<b>5</b>	<b>97</b>	<b>142</b>	<b>239</b>

Fall 2023

Undergraduate Degree Program	International	American			Pacific			Two or More	Unknown	MALE TOTAL	FEMALE TOTAL	GRAND TOTAL
		Black	Indian	Asian	Hispanic	Islander	White					
<b>COLLEGE OF ARTS AND SCIENCES</b>												
<b>Biological Sciences</b>	17	35	-	2	25	-	93	6	6	46	138	184
B.S. in Biology	16	33	-	2	24	-	80	5	6	41	125	166
B.S. in Biology Education	-	-	-	-	-	-	7	1	-	3	5	8
B.S. in Clinical Laboratory Science	1	2	-	-	1	-	6	-	-	2	8	10
<b>Chemistry</b>	7	10	-	-	12	-	61	4	1	21	74	95
B.S. in Chemistry	4	5	-	-	3	-	14	-	-	9	17	26
B.S. in Chemistry Education	-	-	-	-	-	-	1	-	-	1	-	1
B.S. in Forensic Chemistry	3	5	-	-	9	-	46	4	1	11	57	68
<b>Earth, Atmospheric &amp; Geographic Information Science</b>	6	5	-	-	6	-	41	1	1	38	22	60
B.S. in Geographic Information Science	-	2	-	-	3	-	13	1	1	14	6	20
B.S. in Geology	4	1	-	-	1	-	8	-	-	9	5	14
B.S. in Meteorology	2	2	-	-	2	-	20	-	-	15	11	26
<b>English</b>	2	11	1	-	5	-	44	3	-	20	46	66
B.A. in English	2	9	-	-	5	-	23	2	-	11	30	41
B.A. in English Education	-	2	1	-	-	-	21	1	-	9	16	25
<b>Foreign Languages and Literatures</b>	2	1	-	1	10	-	8	1	-	14	9	23
B.A. in Foreign Languages & Cultures	1	1	-	1	8	-	3	1	-	9	6	15
B.A. in Foreign Languages & Cultures Education	1	-	-	-	2	-	5	-	-	5	3	8
<b>History</b>	2	2	-	-	8	-	55	3	-	44	26	70
B.A. in History	2	1	-	-	4	-	16	1	-	10	14	24
B.A. in History Education	-	1	-	-	4	-	39	2	-	34	12	46
<b>Mathematics &amp; Philosophy</b>	9	2	-	-	-	-	16	-	2	17	12	29
B.S. in Mathematics	9	-	-	-	-	-	10	-	2	10	11	21
B.S. in Mathematics Education	-	2	-	-	-	-	6	-	-	7	1	8
<b>B.S.N. in Nursing</b>	26	123	-	8	24	-	78	5	5	32	237	269
B.S.N. in Nursing	17	20	-	5	9	-	42	1	1	17	78	95
Pre-Nursing	9	103	-	3	14	-	33	3	4	15	154	169
Nursing Direct Admit (B.S.N.)	-	-	-	-	1	-	3	1	-	-	5	5
<b>B.S. in Physics</b>	1	1	-	-	3	-	10	-	-	8	7	15
B.S. in Physics	1	1	-	-	3	-	8	-	-	7	6	13
B.S. in Physics Education	-	-	-	-	-	-	2	-	-	1	1	2
<b>B.A. in Political Science</b>	2	17	-	-	8	-	24	3	2	22	34	56
<b>B.S. in Psychology</b>	5	91	-	3	38	-	166	16	8	61	266	327
<b>Race, Religion, Gender &amp; Multidisciplinary Studies</b>	-	1	1	1	1	-	10	1	-	2	13	15
B.A. in Liberal Arts and Sciences	-	1	1	1	1	-	10	1	-	2	13	15
<b>Sociology &amp; Anthropology</b>	-	14	-	-	12	-	74	6	-	26	80	106
B.A. in Anthropology	-	3	-	-	4	-	33	5	-	11	34	45
B.A. in Sociology	-	11	-	-	8	-	41	1	-	15	46	61
<b>TOTAL ARTS &amp; SCIENCES</b>	79	313	2	15	152	-	680	49	25	351	964	1,315

**Fall 2023 (cont.)**

Graduate Degree Program	<u>International</u>	<u>Black</u>	<u>American Indian</u>	<u>Asian</u>	<u>Hispanic</u>	<u>Pacific Islander</u>	<u>White</u>	<u>Two or More</u>	<u>Unknown</u>	<u>MALE TOTAL</u>	<u>FEMALE TOTAL</u>	<u>GRAND TOTAL</u>
<b>COLLEGE OF ARTS &amp; SCIENCES</b>												
M.S. in Biology	21	-	-	2	-	-	12	1	-	16	20	36
M.S. in Chemistry	14	-	-	-	-	-	4	-	1	8	11	19
M.A. in English	2	-	-	-	4	-	16	-	-	7	15	22
Ph.D. in Environmental Science: Large River Ecosystems	2	-	-	-	-	-	3	-	-	2	3	5
M.S. in GIScience & Geoenvironment	20	-	-	-	1	-	3	-	2	22	4	26
M.A. in History	4	-	-	-	-	-	5	-	-	5	4	9
Master of Liberal Arts & Sciences	-	-	-	-	-	-	4	-	-	2	2	4
M.S. in Mathematics	9	-	-	-	-	-	18	-	2	13	16	29
M.S. in Mathematics	9	-	-	-	-	-	6	-	1	10	6	16
M.S. in Teaching Mathematics	-	-	-	-	-	-	12	-	1	3	10	13
M.S. in Physics	8	-	-	1	-	-	2	-	-	8	3	11
M.A. in Political Science	4	1	-	-	-	-	-	1	-	5	1	6
M.S./Specialist in Psychology	7	3	-	1	7	-	33	1	1	9	44	53
M.S. in Psychology	6	3	-	-	4	-	19	1	-	7	26	33
Specialist in School Psychology	1	-	-	1	3	-	14	-	1	2	18	20
M.A. in Sociology	6	4	-	-	-	-	2	-	-	5	7	12
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>97</b>	<b>8</b>	<b>-</b>	<b>4</b>	<b>12</b>	<b>-</b>	<b>102</b>	<b>3</b>	<b>6</b>	<b>102</b>	<b>130</b>	<b>232</b>

#### 4. Enrollment

##### c. Credit Hour Production by Department

	FY2019	FY2020	FY2021	FY2022
<b>COLLEGE OF ARTS AND SCIENCES</b>	<b>80,404</b>	<b>70,274</b>	<b>69,135</b>	<b>66,676</b>
Biological Sciences	8,644	7,511	6,922	6,604
Chemistry	4,897	4,551	4,760	4,450
Earth, Atmospheric & Geographic Info Sciences	6,162	5,753	5,656	5,184
English	9,226	7,933	8,141	8,028
Foreign Languages & Literatures	2,221	1,375	1,438	1,258
History	3,314	3,265	2,832	2,526
Mathematics & Philosophy	13,810	11,503	10,747	11,927
Nursing, School of	2,615	2,374	2,124	2,242
Physics	2,673	2,452	1,895	1,980
Political Science	3,258	3,214	3,475	3,212
Psychology	11,235	9,721	9,533	8,791
Race, Rel., Gender & Mult. Studies	3,791	2,115	2,439	2,028
Sociology and Anthropology	8,558	8,507	9,173	8,446

#### 4. Enrollment

##### c. Credit Hour Production by Department

FY2023
<b>64,781</b>
5,738
3,676
5,205
7,658
1,187
2,634
12,404
2,457
1,714
3,075
8,845
2,163
8,025



## 5. Degrees conferred

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

College/Major	2019	2020	2021	2022	2023
<b>COLLEGE OF ARTS &amp; SCIENCES</b>					
<b>Biological Sciences</b>	<b>63</b>	<b>78</b>	<b>56</b>	<b>44</b>	<b>43</b>
Biology	61	78	54	42	42
Clinical Laboratory Science	2	-	2	2	1
<b>Chemistry</b>	<b>20</b>	<b>22</b>	<b>20</b>	<b>13</b>	<b>12</b>
Chemistry	8	8	3	7	5
Forensic Chemistry	12	14	17	6	7
<b>English</b>	<b>20</b>	<b>22</b>	<b>20</b>	<b>11</b>	<b>19</b>
<b>Foreign Languages &amp; Literatures</b>	<b>9</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>7</b>
Foreign Languages & Cultures	9	3	4	3	7
Spanish Education	-	1	2	1	-
<b>Earth, Atmospheric &amp; Geographic Information Sciences</b>	<b>13</b>	<b>5</b>	<b>11</b>	<b>9</b>	<b>6</b>
Geographic Information Science	3	2	5	3	3
Geology	8	1	3	3	1
Meteorology	2	2	3	3	2
<b>History</b>	<b>18</b>	<b>13</b>	<b>22</b>	<b>16</b>	<b>4</b>
<b>Mathematics &amp; Philosophy</b>	<b>11</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>3</b>
Mathematics	6	6	6	4	3
Philosophy	5	-	-	-	-
<b>Nursing</b>	<b>27</b>	<b>26</b>	<b>40</b>	<b>28</b>	<b>29</b>
<b>Physics</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>1</b>
<b>Political Science</b>	<b>20</b>	<b>17</b>	<b>17</b>	<b>18</b>	<b>15</b>
<b>Psychology</b>	<b>67</b>	<b>71</b>	<b>61</b>	<b>68</b>	<b>55</b>
<b>Race, Religion, Gender &amp; Multidisciplinary Studies*</b>	<b>19</b>	<b>11</b>	<b>18</b>	<b>7</b>	<b>9</b>
African American Studies	-	1	-	-	-
Liberal Arts and Sciences	17	10	18	7	9
Religious Studies	1	-	-	-	-
Women's Studies	1	-	-	-	-
<b>Sociology &amp; Anthropology</b>	<b>19</b>	<b>21</b>	<b>19</b>	<b>22</b>	<b>23</b>
Anthropology	4	9	9	13	9
Sociology	15	12	10	9	14
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>309</b>	<b>299</b>	<b>301</b>	<b>247</b>	<b>226</b>

5. Degrees conferred

c. Number of Undergraduate and Graduate Degrees Conferred by Degree Program, Race/Ethnicity and Gender, FY2023

Undergraduate Degree Program	International	Black	American Indian	Asian	Hispanic	White	Pacific Islander	Unknown	2 or More	MALE TOTAL	FEMALE TOTAL	TOTAL
<b>COLLEGE OF ARTS &amp; SCIENCES</b>												
Biological Sciences	-	9	-	-	9	21	-	2	2	12	31	43
B.S. in Biology	-	8	-	-	9	21	-	2	2	12	30	42
B.S. in Clinical Laboratory Science	-	1	-	-	-	-	-	-	-	-	1	1
Chemistry	-	1	-	1	1	8	-	1	-	4	8	12
B.S. in Chemistry	-	1	-	1	-	3	-	-	-	2	3	5
B.S. in Forensic Chemistry	-	-	-	-	1	5	-	1	-	2	5	7
Earth, Atmospheric & Geographic Information Sciences	-	1	-	-	1	4	-	-	-	4	2	6
B.S. in Geographic Information Science	-	-	-	-	-	3	-	-	-	2	1	3
B.S. in Geology	-	1	-	-	-	-	-	-	-	-	1	1
B.A. in Meteorology	-	-	-	-	1	1	-	-	-	2	-	2
B.A. in English	-	3	-	-	1	14	-	1	-	6	13	19
Foreign Languages & Literatures	-	-	-	-	4	2	-	-	1	3	4	7
B.A. Foreign Languages & Cultures	-	-	-	-	4	2	-	-	1	3	4	7
B.A. in History	-	-	-	-	-	4	-	-	-	3	1	4
Mathematics & Philosophy	-	-	-	1	-	2	-	-	-	2	1	3
B.S. in Mathematics	-	-	-	-	-	2	-	-	-	2	1	3
B.S.N. in Nursing	3	6	1	-	4	11	-	2	2	2	27	29
B.S. in Physics	-	-	-	-	-	1	-	-	-	1	-	1
B.A. in Political Science	-	6	-	1	3	3	-	-	2	5	10	15
B.S. in Psychology	-	11	-	1	7	33	-	1	2	10	45	55
Race, Religion, Gender & Multidisciplinary Studies	-	-	-	-	1	8	-	-	-	3	6	9
Sociology & Anthropology	-	1	1	-	3	17	-	-	1	2	21	23
B.A. in Anthropology	-	-	-	-	-	9	-	-	-	1	8	9
B.A. in Sociology	-	1	1	-	3	8	-	-	1	1	13	14
<b>ARTS &amp; SCIENCES TOTAL</b>	<b>3</b>	<b>38</b>	<b>2</b>	<b>4</b>	<b>34</b>	<b>128</b>	<b>-</b>	<b>7</b>	<b>10</b>	<b>57</b>	<b>169</b>	<b>226</b>

Graduate Degree Program	International	Black	American Indian	Asian	Hispanic	White	Pacific Islander	Unknown	2 or More	MALE TOTAL	FEMALE TOTAL	TOTAL
<b>COLLEGE OF ARTS &amp; SCIENCES</b>												
Biological Sciences	5	-	-	-	-	5	-	-	-	6	4	10
M.S. in Biology	5	-	-	-	-	3	-	-	-	5	3	8
PBC in Zoology & Aquarium Studies	-	-	-	-	-	2	-	-	-	1	1	2
M.S. in Chemistry	10	-	-	-	1	5	-	-	-	6	10	16
Earth, Atmospheric & Geographic Information Sciences	11	-	-	-	1	5	-	-	-	8	9	17
M.S. in GIScience & Geoenvironment	11	-	-	-	-	1	-	-	-	7	5	12
PBC in Community Development and Planning	-	-	-	-	1	3	-	-	-	1	3	4
PBC in GIS Analysis	-	-	-	-	-	1	-	-	-	-	1	1
M.A. in English	2	1	-	-	2	3	-	-	-	3	5	8
M.A. in History	3	-	-	-	-	3	-	-	-	4	2	6
Mathematics & Philosophy	3	-	-	-	-	7	-	-	-	6	4	10
M.S. in Mathematics	3	-	-	-	-	3	-	-	-	4	2	6
M.S. in Teaching Mathematics	-	-	-	-	-	4	-	-	-	2	2	4
M.S. in Physics	9	-	-	1	-	-	-	-	-	6	4	10
M.A. in Political Science	1	-	-	-	-	2	-	1	-	2	2	4
Psychology	1	1	-	-	-	9	-	-	1	5	7	12
M.S. in Psychology	1	-	-	-	-	5	-	-	1	3	4	7
Specialist in School Psychology	-	1	-	-	-	4	-	-	-	2	3	5
M.A. in Sociology	2	-	-	-	2	3	-	-	-	2	5	7
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>47</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>6</b>	<b>42</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>48</b>	<b>52</b>	<b>100</b>

**Appendix C.**

9. Total number of  
 (a) general education courses, (b) FYE courses, (c)  
 major (i.e., upper div.) courses, (d) independent study  
 and internship courses, (e) graduate courses, (f)  
 Macomb courses, (g) QC courses, and (h) online  
 courses.

	Fall '23										Spring '24										
	Gen Ed	FYE	Upper Div.	Ind. Study	UG Intern.	Graduate	Grad Intern.	Macomb orig.	QC orig.	Online	Gen Ed	FYE	Upper Div.	Ind. Study	UG Intern.	Graduate	Grad Intern.	Macomb orig.	QC orig.	Online	
<b>COLLEGE OF ARTS AND SCIENCES</b>																					
Biological Sciences	4	6	15		1	8	1	41	0	0	5	3	18		1	9	2	30	2	1	
Chemistry	9	0	14	4	2	11	2	1	0	9	7	0	14	4	2	13	2			9	
English	43	3	13	1	1	8	0	74	5	9	46	0	15	3	1	7	0	60	3	7	
Foreign Languages & Literatures	9		9	3				21		2	8		8	3				19		2	
Earth, Atmospheric & Geographic Info Sciences	19	1	17	1	2	8	1	0	1	12	15	0	16	1	2	5	1	4	1	14	
History	10	2	12		2	7		16		7	9	1	7			7		15		7	
Mathematics & Philosophy	30	3	15	1	0	7	0	49	8	25	27	0	15	2	0	5	0	37	8	26	
Nursing, School of	0	0	17	0		0	0	11	0	6	0	0	15	0	0	0	0	10	0	5	
Physics	6	1	7	5	1	5	1	20	3	2	3	0	6	5	1	6	1	18	3	1	
Political Science	13	4	10	1	6	1	1	24	0	8	6	0	7	2	1	1	1	16	0	7	
Psychology	17	3	16	9	1	16	2	38	5	13	7	0	17	10	2	13	2	32	3	9	
Race, Rel., Gender & Mult. Studies	12	2	2	0	0	0	1	0	1	7	5	0	5	1	0	1	0	0	2	8	
Sociology and Anthropology	27	10	19	1	1	4	1	26	1	24	24	4	18	0	1	3	1	22	1	21	
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>199</b>	<b>35</b>	<b>166</b>	<b>26</b>	<b>17</b>	<b>75</b>	<b>10</b>	<b>321</b>	<b>24</b>	<b>124</b>	<b>162</b>	<b>8</b>	<b>161</b>	<b>31</b>	<b>11</b>	<b>70</b>	<b>10</b>	<b>263</b>	<b>23</b>	<b>117</b>	

	FY24									
	Gen Ed	FYE	Upper Div.	Ind. Study	UG Intern.	Graduate	Grad Intern.	Macomb orig.	QC orig.	Online
<b>Annual TOTAL: Arts and Sciences</b>	<b>361</b>	<b>43</b>	<b>327</b>	<b>57</b>	<b>28</b>	<b>145</b>	<b>20</b>	<b>584</b>	<b>47</b>	<b>241</b>

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Due to Provost's Office: **May 17, 2024**

## **College of Business & 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.

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## **1. What is unique and special about your College?**

At the core of our vision and mission is a commitment to advancing social mobility by championing development-oriented curricula that foster inclusive opportunities for all. Collectively, the college seeks to empower individuals and communities. By supporting value-added educational opportunities, facilitating career preparation, promoting personal development, and nurturing creativity and innovation, we enhance our student's individual potential and create opportunity for broader social mobility.

We recognize that an affordable, accessible high-quality education is the cornerstone for our students to thrive and achieve productive employment and decent work resulting in societal growth. We strive to enable individuals from all walks of life to achieve upward social mobility, thereby creating a more equitable and prosperous future for all. We believe the success of our students directly influences the communities and regions in which they will work and live.

Realizing our vision requires dedicated faculty who are excellent teachers and recognized professionally for their work, collaborative relationships with industry to facilitate student opportunity, and a focus on applied research relevant to our region and communities.

The College of Business and Technology is among an elite group of fewer than 5 percent of business schools worldwide that are accredited at both the undergraduate and graduate levels by the AACSB International— It is among a select number of business schools worldwide that hold additional specialized AACSB accreditation for their accountancy programs.

The College of Business and Technology also maintains accreditation of its Civil, Electrical, Mechanical, and General Engineering programs through the Accreditation Board for Engineering and Technology (ABET). Globally, ABET accredits over 4,500 programs at 895 colleges and universities in 40 countries. Furthermore, the School of Computer Sciences is recognized as a Center of Academic Excellence in Cyberdefense (CAE-CD) by the National Security Agency and the National Cryptologic College.

## **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.*

Any examination of the enrollment is based on the concept of Derived Demand. In short, the demand for majors within the college is highly dependent upon multiple other factors. To varying degrees, a combination of the following significantly contribute to enrollment possibilities:

1. **Industry Demand:** Perceptions of job availability and potential earnings significantly impact enrollment. If industries like technology or finance are booming and offering lucrative career opportunities, more students are likely to enroll in related programs.
2. **Economic Conditions:** Economic factors, such as unemployment rates and GDP growth, can influence enrollment trends. In times of economic downturn, students may be more inclined to pursue degrees in fields perceived as recession-proof, such as technology and business.
3. **Technological Advancements:** Rapid technological advancements drive interest in technology-related fields. Emerging technologies like artificial intelligence, blockchain, and cybersecurity can attract students seeking to be at the forefront of innovation.
4. **Perceived Return on Investment (ROI):** Students often consider the potential return on investment when choosing a college major. Fields with high earning potential and clear career paths, such as computer science and finance, may attract more students.
5. **Marketing and Outreach Efforts:** Colleges and universities' marketing efforts play a significant role in attracting students to business and technology programs. Effective outreach campaigns

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highlighting program strengths, faculty expertise, and career outcomes can influence enrollment numbers.

6. **Industry Partnerships and Internship Opportunities:** Collaboration with industry partners and the availability of internship opportunities can enhance the attractiveness of business and technology programs. Students are more likely to enroll in programs that offer hands-on experience and connections to potential employers.
7. **Faculty Expertise and Reputation:** The reputation of faculty members and their expertise in specific areas of business and technology can attract students to particular programs. Strong faculty-student relationships and mentorship opportunities contribute to a positive learning environment and may increase enrollment.
8. **Access to Resources and Facilities:** Access to state-of-the-art facilities, labs, and resources can enhance the appeal of business and technology programs. Students are more likely to enroll in programs that offer opportunities for practical skill development and experimentation.
9. **Demographic Trends:** Demographic shifts, such as an increase in the number of tech-savvy Gen Z students entering college, can impact enrollment in technology-related programs. WIU must adjust offerings and marketing strategies to align with changing demographics. The most significant demographic trend that affects the college is simply fewer traditional age college students due to birth rate anomalies 18 years ago.
10. **Reputation and Rankings:** The reputation and ranking of a college or university's business and technology programs influence student enrollment decisions. Institutions with strong reputations for producing successful graduates and high-quality research may attract more applicants.

Of the list above, we believe that the most important driver of a decision to major in a business and technology related field is job opportunities. Students and their parents want to know that, upon degree completion, a real opportunity for employment exists and that the degree will provide the necessary skill set to succeed. Towards that end, high level job creation expectations are summarized below.

- **Job Growth in Cybersecurity:** According to the U.S. Bureau of Labor Statistics (BLS), employment of information security analysts is projected to grow by 31% from 2020 to 2030, much faster than the average for all occupations.
- **Opportunities in Agriculture:** The agricultural sector is experiencing a shift towards precision agriculture and agri-tech solutions, leading to increased demand for graduates with expertise in data analytics, IoT, and robotics.
- **Business and Accounting:** The BLS projects a 5% growth in employment for business and financial occupations from 2020 to 2030, driven by globalization and regulatory changes.
- **Engineering Opportunities:** Various engineering disciplines, such as software engineering and mechanical engineering, are experiencing steady growth, with job opportunities across sectors ranging from technology to manufacturing.
- **Manufacturing Technologies:** The adoption of advanced manufacturing technologies, including additive manufacturing and automation, is driving job growth in the manufacturing sector.
- **Emerging Technologies:** Opportunities exist in emerging fields such as artificial intelligence, blockchain, and the Internet of Things (IoT), where businesses are seeking talent to innovate and stay competitive.
- **Skills Shortages:** Despite the abundance of opportunities, there is a reported shortage of skilled professionals in areas such as cybersecurity and data science, making graduates with relevant expertise highly sought after.

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- **Industry Partnerships:** Collaboration between academia and industry through initiatives like internships, co-op programs, and industry-sponsored projects provides valuable experience and networking opportunities for graduates.

In summary, college graduates in business and technology fields are entering a dynamic job market characterized by rapid technological advancements, global connectivity, and a growing emphasis on sustainability. Opportunities abound across sectors such as cybersecurity, agriculture, business, engineering, and manufacturing, driven by evolving market trends and the demand for skilled talent.

### **3. Barriers to growth in your College**

Barriers to growth remain static with little change and factors affecting growth of the college are largely part of the larger, external environment external. It should be noted that of the controllable factors, the single most important is competency and coordination in recruiting efforts. The university continues to recruit in geographic manner rather than organize recruiting activities around specialist areas such as STEM, Arts, Professional, etc. . .

- Mass migration of students to out-of-state institutions.
- Inefficient or nonexistent information systems at the institutional level.
- 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.
- Institutional culture reflecting general faculty apathy towards recruiting and retention efforts magnified by the viewpoint that “it is not my job.”
- Lack of residential options for traditional QC students.
- Enrollment decline due to reduced number of traditional students.
- Competitive pressure from other in-state institutions.
- General public and industry viewpoint that a 4 year comprehensive degree is “optional” in today’s workforce.

Assessing operational risk factors is crucial to the formulation of strategy as it provides a comprehensive understanding of the challenges and vulnerabilities the WIU College of Business and Technology may face in its day-to-day operations. Operational risks encompass a wide range of potential disruptions, including technological failures, funding issues, regulatory changes, and broader environmental factors that may only be partially mitigated. By systematically evaluating these factors, the College of Business and Technology can identify potential threats that may impede the execution of its strategic objectives. It is hoped that this proactive approach allows for the development of contingency plans, risk mitigation strategies, and a more resilient operational framework. Effectively addressing operational risks not only safeguards the organization against unforeseen challenges but also enhances its ability to adapt and innovate in a dynamic educational environment, thereby contributing to the development and execution of a more robust and successful long-term strategy.

Multiple constituencies were asked to provide input into operational risk factors. Individual feedback items were submitted to a thematic analysis for the purpose of summarizing broad risk categories to be considered when formulating broader strategies. Individual risk items, likelihood of occurrence, and impact on operations, and associated mitigating responses are mapped as part of comprehensive contingency guideline.

- **Theme 1: Automation and Changing Business Landscape** - The risk of many business fields becoming automated and the need to prepare students for AI in business highlight a theme of adapting to the evolving job market. Concerns about jobs connecting to degree programs being eliminated by AI and lower starting salaries due to job market changes underscore the importance of aligning education with industry needs.
- **Theme 2: Disruptions in Higher Education** - Challenges to the value of higher education, increasing for-profit educators, and the risk of students no longer wanting to attend on-campus



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programs constitute a theme related to the evolving landscape of education. This includes the competition for international students, changes in visa policies, and the potential impact of online education becoming more convenient.

- **Theme 3: Financial and Enrollment Stability** - Financial stability, budget constraints, and risks related to enrollment and retention form a theme centered on the economic aspects of educational institutions. Concerns about state funding, bankruptcy, and the potential shift towards more online and asynchronous learning contribute to this theme.
- **Theme 4: Recruitment and Industry Engagement** - Issues surrounding timely faculty recruitment, strong student recruitment strategies, and the importance of listening to industry needs form a theme emphasizing the significance of effective recruitment and industry collaboration. This includes concerns about the urban-rural divide, employer preferences for specific job training programs, and the risk of not addressing sustainability skills.
- **Theme 5: Technological and Educational Changes** - The risks associated with online programs not fostering strong student-school connections, the potential impact of AI on job markets, and the integration of AI in learning underscore a theme focused on technological and educational transformations. This includes concerns about standards-based grading, instructional modes, and the impact of big-name schools on education delivery.
- **Theme 6: External Factors and Globalization** - External factors such as another pandemic, natural disasters, and the urban-rural divide contribute to a theme highlighting the vulnerability of educational institutions to unforeseen events. The risk of losing Amtrak service, the potential consolidation of public universities, and the impact of free tuition for community college programs underscore the need for adaptability in the face of external changes.
- **Theme 7: Sustainability and Industry Trends** - The theme of addressing sustainability skills, the demand for such skills in the business sector, and the risk of falling behind in addressing growing demands on a global scale highlight the importance of aligning educational offerings with current industry trends. This includes concerns about the explosion of business demand for sustainability skills and the potential disadvantage for graduates employed by smaller companies.

As a final significant individual threat, the CBT would like to stress the importance of Leadership Continuity and the open lines of communication throughout all parts of the institution. WIU biggest enemy in terms of stability and growth is itself. The complete lack of leadership continuity leads to a continuous stream of changing priorities without depth of focus.

#### **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*

Data Unavailable. Please contact Office of Institutional Research

#### **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*



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Data Unavailable. Please contact Office of Institutional Research.

## **6. Retention of students**

*List retention initiatives for the following:*

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

- **WIU College of Business and Technology Partners with Knack Peer Tutoring to Scale Support to Business and Technology Students** - The Western Illinois University College of Business and Technology (CBT) is eager to announce the upcoming partnership with Knack Tutoring. Beginning Fall 2023, enrolled CBT students will have access to free on-demand tutoring services, fostering an environment of growth and exceptional achievement. The CBT believes that the Knack peer tutoring platform will empower students, foster personal growth and support students' academic success in business and technology fields. By supporting student retention, peer tutoring will help the WIU College of Business and Technology achieve its goal of preparing the next generation of business and technology innovators to thrive in an evolving, interconnected global economic environment.
- **Career Readiness for Engineering Students** - Track I and startup of Track II of a S-STEM project to recruit and retain 20 (two cohorts of eight starting in Year 1 Year 2, respectively) domestic, low-income, and academically talented students into its target baccalaureate of science majors of engineering and engineering technology. The program: improving Career Readiness for Engineering Students Through a mentored Living-Learning-Community (iCREST), started in the Summer of 2023 and it is sponsored through an NSF grant. Track I for \$750,000.00; Track II for up to \$2,000,000.00.

### **School of Accounting, Finance, Economics, and Decision Sciences**

- Retention: Incentivized current students to connect with us via social media to increase our online presence to others in their social networks.
- Retention: 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).

### **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: Hosted a Back-to-School event in September and January (Ag Council)
- Retention: Attended National Arborist Trade Show in St. Louis (Forestry Club)

### **School of Management & Marketing**

- 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.
- WIU SCM students and faculty attended the Promat 2023 conference in Chicago, IL in March 2024. 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

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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
- 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.
- School of Management and Marketing co-hosted a welcome back for business students with the School of Accounting, Finance, Economics, and Decision Sciences, Sept. 2023 an end of the year celebration on April 2024.
- Business Living and Learning Community engagements 2-3 per semester with faculty
- MM Faculty coordinated with AFED faculty to develop content for a new BAT 190 course (0 s.h.) that is focused on retention and fundamental skills needs for new business majors

## **7. Recruitment of students**

*List recruitment initiatives for the following:*

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

- **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.
- **Future Business Leaders of America Hosted on Campus** - WIU hosted approximately 250 students from 10 area high schools for the annual Future Business Leaders of America (FBLA) regional conference. The day long event featured several meetings for the students, guest speakers, and featured an interactive "Meet the Majors" event in which the students interacted with over a dozen WIU faculty and students to learn more about the different majors in Business and Cybersecurity.
- **Engineering Week Engages the Next Generation** – On February 21<sup>st</sup>, 85 middle school students and several STEM teachers participated in a coding workshop in Riverfront Hall in Moline. They were divided into four groups to do a variety of activities, including hands-on coding activities and campus/lab tours (Electrical Engineering Lab, Maker Space, Machine Shop, WQPT, ESports Room, RF Atrium, and QCC Atrium). The event was coordinated and conducted by Engineering students, including the ACE officers. Participating teachers expressed their gratitude and commitment to bring more students to events and activities of this kind.
- **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

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(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.

- **CEO Project/Midland Institute Partners with CBT** - The College of Business & Technology welcomed four regional high-school CEO programs to Stipes Hall for an inaugural CEO Summit on Friday, November 10. The event featured students from the CEO programs in McDonough County, Central Illinois, Brown-Schuyler, and Knox County. These entrepreneurial-minded students received advice from distinguished alum and founder of WestWave Capital LLC, Mr. Warren "Bunny" Weiss, and learned about branding from Ms. Cathy Onion and Mr. Tim Rice. The summit provided the students an opportunity to build their network, hone their business skills, and explore the broader WIU campus.
- **GenCyber Summer Camp Planning Begins** - The School of Computer Sciences has entered into a coalition with University of North Texas (lead), University of Nebraska - Omaha, and San Jacinto College in an effort to bring a GenCyber Summer Camp to WIU in 2025. Continued participation in the DoD Scholarship program will ultimately allow WIU to participate as a lead institution.
- **Supply Chain Management Program Hosts Second Annual ConNEXT Conference** - Western Illinois University and Black Hawk Region Pathways co-hosted the Supply Chain Management ConNEXT conference on the WIU Quad Cities campus in Moline. The event was designed to allow regional high school students to explore high-paying, in-demand careers in supply chain management and logistics. Supply Chain Management includes the business functions that plan, source, make and deliver. Attendees learned about different careers in sourcing and procurement, manufacturing and operations, distribution and warehousing, and transportation.
- **AFED Hosts "Finance Forward"** - Exploring Career Opportunities and Financial Literacy Essentials- Preston Gray, Edward Jones Financial Advisor, and WIU alum, presented two sessions to WIU students related to understanding personal financial health and outlining critical steps necessary to increasing short term and long-term wealth. The day concluded with a panel of finance professionals sharing insights about the diverse array of professional opportunities in finance.
- **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.
- **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 250 high school students from 10 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

**School of Accounting, Finance, Economics, and Decision Sciences**

- Recruitment: Discover Western Table Fairs and Major Sessions with follow-up contacts after each meeting
- Recruitment: Met with visiting prospective students and included existing students in the

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- meetings
- Recruitment: Hosted a Fall “Open House” events that provided information about each undergraduate major in an interactive event and then followed up with all students that visited.
  - Recruitment: Emails to all prospective undergraduate and graduate students about department events, scholarships, and assistantship opportunities.
  - Recruitment: Emailed all senior undergraduate majors about bridge and graduate opportunities within the department
  - Retention: Incentivized current students to connect with us via social media to increase our online presence to others in their social networks.
  - Recruitment: Finance faculty member presented financial literacy information to a school conference in Rushville
  - Recruitment: Coordinated with M&M regarding recruitment at NBEA/IBEA/IACTE teachers' conferences
  - Recruitment: Participated in WIUs semesterly Grad fair to promote department's graduate programs
  - Recruitment: Hosted the annual Accounting challenge (on the Macomb campus) that specifically recruits area high school students and offers scholarships to competition winners.
  - Recruitment: 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.
  - Recruitment: Hosted the 2<sup>nd</sup> annual Accounting Careers Exploration Event (ACE) in the QC with approximately 20 community college students in attendance along with current WIU students.

**School of Agriculture**

- 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)
- 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 invitational FFA contest (Ag Mech Club/CFFA)
- Recruitment: Department hosted/sponsored “Ground Zero” conference, which is an Illinois FFA Association leadership conference
- Recruitment: Had a booth at Martin Tractor “Proving Grounds” event
- Recruitment: Hosted FFA/4H/JUCO 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: Numerous high school and community college visits (Ag Vocators)
- Recruitment: Held the Ag Expo in Western Hall (Ag Mech Club)

**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.

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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)
  - Ms. Lisa Ludlum (Accounting- ABD)

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.

- **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

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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 – An internal search has been initiated after the failure of a national search for the 3<sup>rd</sup> time.
  - 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.
  - 1 Graduate Student Advisor
- **Weed Suppression Research Collaboration** - The Organic Research Program will be hosting a visiting professor from Italy this spring to study microorganisms impact on weed suppression at the Allison Organic Research Farm. Dr. Mauro Senatore will be with us for about two months this spring.

## 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



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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

Click or tap here to enter text.

### 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)

The College of Business and Technology addressed curricular efficiency and synergies this year putting forth 18 requests for consideration. The following table summarizes the nature of those initiatives:

**CBT Curricular Changes**

<b>Requests</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Prerequisite	11	4	NA	4
Course Title and Description	2	1	NA	1
Course Description	15	1	NA	3
Course Title, Description, and Prerequisite	2	1	NA	0
Change in Credit Hours	0	1	NA	0
Change in Title, credit hours, and course description	0	1	NA	0
Cross-listing	1	1	NA	1
New Major	0	0	NA	0
New Minor	0	1	NA	0
Change in Major	5	2	NA	2
Change in Emphasis	0	1	NA	1
Change in Option	0	0	NA	3
New Courses	0	0	NA	1
Minor change forms	3	7	NA	2
<b>Total requests</b>	<b>43</b>	<b>26</b>	<b>NA</b>	<b>18</b>

### 11. Eliminated academic programs

*List eliminated majors, minors, other*

- BB in Management-QC Availability
- BB in Data Analytics – QC Availability
- MS in Applied Statistics & Decision Analytics – QC Availability
- PBC in Data Analytics. – QC Availability

### 12. Faculty activities

*Include the following:*

- a. Achievements

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

During the 2023-2024 academic year, the CBT Faculty actively engaged in scholarly activities producing a total of 69 peer-reviewed publications, 53 presentations, 1 published book, and 1 book chapter.

As another measure of research productivity, the College of Business and Technology utilizes a Targeted Research Impact Program (TRIP) award to provide college support for approved conference presentations and professional development activities for Unit B. During the 2023-2024 academic year, nine conference registrations were awarded subsidizing the cost of travel associated with active engagement in scholarly presentations and associated activities.

Further, the TRIP program strives to promote a culture of research productivity that elevates the quality of our portfolio of scholarly activities across the college by providing a monetary incentive for publishing in targeted scholarly journal outlets. Using a two-tiered system of Basic Impact Journals and Aspirational Journals defined through various quality metrics, faculty receive a monetary reward for in discipline publications that meet or exceed the criteria. During the 2023-2024 academic year, one Basic Impact Award and eight Aspirational Impact awards were earned by faculty. Overall, we see a continued increase in the quality of our portfolio of publications since the implementation of the TRIP program.

### **13. Grant activities and external funding**

- **Google Cybersecurity Clinic Grant Submitted for Consideration** - Drs. Tahir Khan and George Mangalaraj have submitted a proposal for a \$1M Google Cybersecurity Clinic. If funded, the Clinic will provide outreach and services to regional small businesses, local government, and the agriculture sector. The Clinic would partner with other regional entities to help identify and address cybersecurity challenges in underserved rural areas.
- **Renewable Energy Grant Application In-process** - A concept paper has been successfully submitted outlining grant activities proposed for The U.S. Department of Energy (DOE) Solar Energy Technologies Office (SETO) Solar Energy Evolution and Diffusion Studies 4 (SEEDS 4) funding opportunity. The program will award up to \$7 million for social science research that generates actionable insights that can improve large-scale solar (LSS) siting processes and outcomes for host communities.
- **Manure Grant Awarded** - Professor Winthrop Phippen of the School of Agriculture was awarded a five-year grant titled "Manure to Bio Char Nutrient Management on-farm trials". Dr. Phippen will be working with Quality Flow Inc for this five-year \$900,000+ grant to study the effects of Bio-Char in managing nutrient management in production agriculture practices. It will start in May of 2024 and continue until April of 2029.
- **SCM National Science Foundation (NSF) Grant Collaboration** -Dr. Zimmerman, School of Management and Marketing, and Dr. Christopher Merrett, Director, Illinois Institute for Rural Affairs, in conjunction with the Illinois Innovation Network, Governors State University, Southern Illinois University, Northern Illinois University, University of Illinois at Chicago, University of Illinois at Urbana Champaign, and Eastern Illinois received a \$1,000,000 National Science Foundation (NSF) grant titled "NSF Engines: Type-1: Smart Logistics Engine". The Smart Logistics Engine (SLE) will bring together innovators across public and private sectors to advance use-inspired, translative research centered around core advances in transportation logistics that spurs the growth of industries in which all workers and their communities meaningfully participate. The WIU portion of the grant will engage the Illinois Waterway Port Statistical Area leveraging the expertise of our SCM faculty member, Dr. Zimmerman.
- **Ag Classroom Upgrades Funded** -Illinois Farm Bureau has provided \$10,000 to upgrade the technology in the Livestock Center classroom. This upgrade will include a large touch-



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screen with computer, classroom podium, and other instructional technologies to enhance this off-campus classroom. This classroom is utilized for course labs, hosting meetings, and a hub for judging competitions.

- **Alumni Support Agriculture Initiatives** - Mike Thurow, CEO of Spectrum Technologies, donated \$32,000 worth of technology to the School of Agriculture to enhance the research capabilities of our faculty. Items included in this donation include a new weather station, soil moisture probes, solar power modules, digital refractometer, and a light meter. These donated items will not only enhance our research programs, but also aid in writing and securing external grants.
- **Ag Scholarships Endowed** - Three new endowed scholarships will reside in the School of Agriculture and will be offered for the first-time in the fall 2023 semester. The first scholarship is the Wayne Whipps endowed scholarship, the second is the Henry Taylor and Lorraine Steinberg endowed scholarship, and third is the Dave Johnston endowed scholarship. We appreciate the student financial support dedicated by their donors.
- **Broad Band Ready Grant Updates** - The School Computer Sciences is 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.
- **School of Agriculture secures \$136,000 Grant** - Dr. Win Phippen was able to secure a \$136,000 grant from Illinois State University to conduct Pennycress field trials for ergonomic traits in the summer of 2024. The project title is: "Interrogating Pennycress natural and induced variation to improve abiotic stress tolerance and oilseed crop resilience."
- **Livestock Center Facility Improvement** - The School of Agriculture received a \$10,000 Compeer Community Building Grant to support an ongoing facility improvement project at the Livestock Center at the University Farm. This facility is one of the School of Agriculture's marquee facilities for recruitment and outreach events and renovations will positively impact the perceptions of visiting students. Additional funding from the Illinois Farm Bureau previously supported the acquisition of updated classroom technology that will greatly enhance instructional effectiveness.
- **Agriculture Facility Upgrade** - A \$25,000 renovation project is in progress at the Livestock Center on the University Farm. A Compeer grant and Ag Legacy funds will be utilized to lay new flooring in the main hallway, classroom, and bathroom facilities in the Livestock Center. These three spaces will also receive new baseboards along with the new flooring. New bathroom fixtures will also be installed with this renovation project.
- **DOE Solar Technologies Grant Engagement** - Application for a U.S. Department of Energy (DOE) Solar Energy Technologies Office (SETO) Solar Energy Evolution and Diffusion Studies 4 (SEEDS 4) funding opportunity. The program will award up to \$7 million for social science research that generates actionable insights that can improve large-scale solar (LSS) siting processes and outcomes for host communities.
- **Ad Legacy Sale Results in Success** - The Ag Legacy Sale was conducted on April 16th, 2024. This year's sale had 247 different livestock related items up for auction. The one-day, on-line sale generated over \$150,000 to support the travel expenses associated with the Livestock Judging Team as well as support the Animal Science curriculum and activities. This year's sale broke last year's record, which was \$132,000. Big thanks to Dr. Mark Hoge and the Livestock Merchandising students for their hard work on this event.
- **Illinois Soybean Endowment Supports** - Research - Several research projects will be conducted this summer, which were supported by the Illinois Soybean Association Endowment, by several of the School of Agriculture faculty and staff. They are: "Reading soybean sign-language with a multi-spectral sensor" (Gruver & Venturi), "Effect of foliar application of malic acid on seed and oil yield in soybean" (Phippen & Wesley), "Soybean

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maturity group selection and golden pennycress (*Thlaspi arvense*) establishment after soybean" (Phippen & Wesley).

- **IL Nutrient Research and Education Council (NREC) Research Continues** - In June 2023, Dr. Joel Gruver assumed the role of PI for a long-term multidisciplinary project titled "Integrating livestock grazing into the western Illinois corn-soybean cropping system to enhance farm profitability and reduce nutrient loss". The project, a collaboration between 3 WIU School of Agriculture faculty (Dr. Keela Trennepohl - Animal Science, Dr. Graciela Andrango - Agricultural Economics and Dr. Joel Gruver - Soil Science) and 1 WIU Environmental Studies faculty (Dr. Roger Viadero - Hydrology) has received renewed funding from the IL Nutrient Research and Education Council (NREC) each year since 2020. Dr. Gruver presented results of the project at the NREC conference in Feb 2024.

#### **14. Value of programming**

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

At the core of our vision and mission is a commitment to advancing social mobility by championing development-oriented curricula that foster inclusive opportunities for all. Collectively, the college seeks to empower individuals and communities. By supporting value-added educational opportunities, facilitating career preparation, promoting personal development, and nurturing creativity and innovation, we enhance our student's individual potential and create opportunity for broader social mobility.

We recognize that an affordable, accessible high-quality education is the cornerstone for our students to thrive and achieve productive employment and decent work resulting in societal growth. We strive to enable individuals from all walks of life to achieve upward social mobility, thereby creating a more equitable and prosperous future for all. We believe the success of our students directly influences the communities and regions in which they will work and live.

Realizing our vision requires dedicated faculty who are excellent teachers and recognized professionally for their work, collaborative relationships with industry to facilitate student opportunity, and a focus on applied research relevant to our region and communities.

#### **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*
- **Beta Alpha Psi Remains Active** - The WIU Chapter of Beta Alpha Psi remains active and engaged with accounting professionals. All of the events have had significant turn-outs, with nearly 30 students engaged in each session. The chapter has hosted three significant events including a sit-down with leaders from the Illinois CPA Society, an exciting presentation with WIU Foundation Board and Executive Committee member, Rhonda Haffner, and most recently a presentation on day-to-day experiences in corporate accounting with John Deere accountants and WIU alums, Patricia Brunner and Tabetha Dungan. The Beta Alpha Psi student leaders will kick off their spring break by traveling to Indianapolis for the mid-year national convention, March 8th and 9th.

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- **Cybersecurity Competition Announced** - The School of Computer Sciences, Cybersecurity faculty, and the Cybersecurity Enthusiasts Club will host a cybersecurity competition on April 27. The competition coincides with Discover Western, will be promoted to high schools and two year colleges, and will introduce potential freshman and transfer students to our program.
- **National Retail Federation Engaged** - Three undergraduate students represented WIU's School of Management and Marketing 2024 National Retail Federation-Student Program in January. Leah Ahlers-WIU Student Ambassador 2024 (Marketing), Madison Butts-Ray Greenly Scholar (Supply Chain Management), and Kaitlyn Moon-Rising Star Recipient (Management) attended the 2-Day program in New York City along with over 1300 college students. The students explored unique opportunities in retail and expanded their knowledge of the dynamic world of the retail industry. They heard from retail executives from various areas including Marketing, Management, Supply Chain, Entrepreneurship, Technology, and Human Resources. Career paths were also explored at the career fair featuring almost 30 retail companies. All three of the students attended the NRF-Student Program on Scholarships provided by the National Retail Federation.
- **Beta Alpha Psi Remains Active** - The WIU Chapter of Beta Alpha Psi remains active and engaged with accounting professionals. All of the events have had significant turn-outs, with nearly 30 students engaged in each session. The chapter has hosted three significant events including a sit-down with leaders from the Illinois CPA Society, an exciting presentation with WIU Foundation Board and Executive Committee member, Rhonda Haffner, and most recently a presentation on day-to-day experiences in corporate accounting with John Deere accountants and WIU alums, Patricia Brunner and Tabettha Dungan. The Beta Alpha Psi student leaders will kick off their spring break by traveling to Indianapolis for the mid-year national convention, March 8th and 9th.
- **Illinois Teacher of the Year Cohort Announced** - Two WIU Agricultural Education Alums have been recognized by ISBE for "Illinois Teacher of the Year Cohort" for their respective regions. Mallory Tolley '09 (Agriculture teacher at Knoxville HS) is the West Central Region finalist and Stacey Rickard '09 (Agriculture teacher at Salt Fork HS) is the East Central Region finalist. We are excited not only to have one alumnus selected, but two is even better.
- **Cybersecurity Competition Announced** - The School of Computer Sciences, Cybersecurity faculty, and the Cybersecurity Enthusiasts Club will host a cybersecurity competition on April 27. The competition coincides with Discover Western, will be promoted to high schools and two year colleges, and will introduce potential freshman and transfer students to our program.
- **Bull Test Sale Scheduled** - The 52nd Bull Test Sale will be held on March 8th at 6:00 pm at the Livestock Center, where the School of Agriculture will have four university bulls that were in the test up for sale that evening. We are super excited to showcase the seedstock that was raised at the university to livestock producers in attendance that night.
- **Engineering Continues Accreditation Efforts** - Ongoing efforts towards reaccreditation of the four Engineering degrees continues. Timely responses to all ABET requests have been submitted and final submission of documentation will be required in June. Additional accreditation activities for the WIU Construction and Facilities Management program are being explored via the American Council on Construction Education and the accreditation process will initiate in the Fall of 2024.
- **Scrambled Eggs Promote Engineering** - The WIU Women in Engineering (WIE) organized an Egg Drop challenge aimed at inspiring students from local high schools. The students competed at their respective schools first, and winning teams participated during Engineering Week at WIU. Each group was tasked with designing an optimal egg protection case using engineering techniques and scientific knowledge. In addition to the competition, WIE members led campus tours, showcasing facilities.

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- **SHRM Aligned Curriculum** - The Human Resource Management (HRM) program at WIU recently renewed its curriculum alignment with the Society of Human Resource Management (SHRM). This recognition designates WIU as an official site to offer HR professionals continuing education credits (CPEs) for participation in HRM classes and activities. This announcement is further cause for celebration as the program recently celebrated its 57-year history on the Macomb campus and 10-year history on the QC campus on Thursday, November 2. The celebration featured a reception with various WIU dignitaries, a panel presentation on managing and implementing internship programs, and networking with over 3 dozen human resource professionals.
- **Economics Day 2023** was held on Tuesday, October 17, and featured 5 alumni in presentations on job opportunities in the field of economics and their overall professional experiences. The event culminated in a broader School of Accounting, Finance, Economics, & Decision Sciences open house outside Stipes Hall. Over 220 students attended the events and networked with our alumni.
- **WIU Accounting Student Posts a Win at "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. Ms. McGinnis' Team won first place in the competition held on
- **Beta Alpha Psi Continues as a Superior Chapter** - WIU's chapter of Beta Alpha Psi, the International Honor Society for Financial Information Students, has again been recognized as a Superior Chapter at this year's annual convention. The chapter holds one of the longest streaks of such distinguished recognition nationally, with 34 consecutive awards. While the chapter excels wholistically, individual members thrive as well.
- **SHRM Chapters Receive Superior Merit Award** - Western Illinois University's Society for Human Resource Management (SHRM) student chapters on the Macomb and Quad Cities campuses received a 2022-2023 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.
- **WIU 52<sup>nd</sup> Ag Mech Club's Farm Expo** - The Farm Expo is considered the largest student-run agricultural event in the country and will include displays of farm tractors and machinery, ag sales and service, ag management, emerging ag technology, livestock and crop supplies, conservation and ag structures. A variety of craft vendors will be available upstairs in Western Hall, as well as free children's activities, including a bouncy house, face painting, and glitter tattoos. Additionally, WIU faculty and students will display their research.
- **Data analytics Students Compete in the Iowa Business Analytics Case Competition** - The two-day competition provided an opportunity for the brightest graduate level analytics students in the country to come together and solve a real-world business problem. On site, teams were provided large data sets and performed a deep dive analysis using programming, data wrangling, and data visualization skills to identify a problem, and propose a unique solution. Students presented their findings and recommendations to panel of analytics experts.
- **The National Association of Black Accountants (NABA) Partners with John Deere** - Members of the WIU Student Chapter of the National Association of Black hosted an exclusive Meet the Firm event at the College of Business and Technology where they gained

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invaluable insights on interview strategies and career navigation from the John Deere HR specialists.

- **The School of AFED and Beta Alpha Psi Hold Accounting Career Exploration** – The event, held on the Quad Cities campus engaged high school students in leadership and team building activities culminating in an accounting competition to earn scholarship money to attend WIU and major in accounting. The half day event engaged corporate partners from RSM, Deloitte, and John Deere and hosted an alumni professional panel discussing the importance and relevance of accounting in business with WIU Accounting alums Joe Ellison and Joe Goetz.
- **Finance Students Make Stock Pitches** – MBA students enrolled in the Advanced Portfolio Course (FIN 575) presented their annual stock recommendations to members of the local investment community including representatives from Edward Jones, MidAmerica National Bank, Wealth Associates, and the WIU Foundation including. The course is designed so students obtain a deep understanding of stock investing by managing an actual portfolio of money and equities. Analysis of companies' business models, growth and valuation ratios, price charts, etc., is performed before buying stocks that fit in a well-diversified portfolio.
- **WIU-SHRM Student Leaders Show Excellence at SHRM Council Summit** - The Society for Human Resources Management (SHRM) Student Chapter of Western Illinois University recently showcased its excellence at the SHRM State Council Summit hosted by the University of Iowa's Tippie College of Business. This event provided networking and ongoing learning opportunities for University students who are leaders in human resources. Throughout the event, student members of WIU's SHRM Executive Board made a presentation, engaged in discussions, exchanged ideas, and built valuable connections with fellow attendees from various institutions. The event provided a platform for sharing insights, best practices, and emerging trends in the field of human resource management.
- **School of Agriculture Awards Banquet** - The annual School of Agriculture Banquet was held on April 17th at Park Place. There were 200 attendees at this event, which showcased student organization achievements, announced the Cliff Becker Agriculture Excellence Awards (which is new), announced "Outstanding Senior and Scholar", and recognized Dr. Keela Trennepohl as the outstanding faculty member within the department. It was also announced that the number of service hours accumulated this year by all of our student organizations was 3242 hours with Hoof-n-Horn leading the way with over 700 service hours.
- **IGVC '24 Competition Participation** - Engineering Senior Project Team Rock-E, best of two teams this academic year, will participate in the 31st Annual Intelligent Ground Vehicle Competition at Oakland University in Rochester, Michigan from May 31 - June 3. Last year, the WIU team ranked 11 out of 26 teams.
- **SCM Students Place 2<sup>nd</sup> in 2024 ASCM Midwest Gateway Student Case Competition** - The competition was co-hosted by UMSL's SCM program and the ASCM Midwest Gateway St. Louis Chapter, and sponsored by Bunge, Bayer, and Ameren. The schools that participated included UMSL, SLU, Mizzou, and WIU. This was the first year of this competition, and they hope to have eight teams next year. John Burton, Madison Butts, Devin Hermsmeier, and Edgar Sanchez made up the WIU team, naming themselves Rocky's Refreshment Co. The simulation based competition focused on the impact of supply chain on broader company profitability for an orange juice manufacturing company based out of the Netherlands.
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## 16. Alumni highlights

*List notable highlights from College alumni.*

- **Caterpillar Appoints Chief Operating Officer** – WIU College of Business and Technology alumni, Joseph E. Creed, group president of Energy & Transportation, was appointed to the newly created position of chief operating officer, effective Nov. 1, 2023, for Caterpillar, Inc.



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In this newly created position, Creed will report to Jim Umpleby, chairman and chief executive officer. His extensive financial experience across Caterpillar's engine and machine businesses, combined with his leadership of our Energy & Transportation segment, position him well for his new role," said Caterpillar Chairman and CEO Jim Umpleby. "Joe will help lead the continued execution of our strategy for profitable growth and pursue the market opportunities associated with the energy transition and growing global energy demand." Creed serves on the Western Illinois University President's National Advisory Council, was named as the 2021 College of Business and Technology Ferguson Lecturer, is an executive board member of the Caterpillar Foundation, and is the executive sponsor of the Caterpillar Employee Resource Group known as ADEPT (Able and Disabled Employees Partnering Together). He is also a member of the board and past chairman for EasterSeals of Central Illinois.

- **Ag Recognizes Distinguished Alumni** - Five distinguished alumni from the School of Agriculture were recognized on Feb 17th, 2024 for their efforts and accomplishments in the agricultural industry. This event was coordinated with the 2024 Ag Expo held in Western Hall on Feb 17th and 18th. Among these individuals are Trent Torrance, Rodney Main, Dennis Bowman, Dan Loy and Allan L. Watson.
- **WIU Ag Alums Sweep Illinois State Discovery Star Awards** - The Illinois State Discovery Star Awards, an event Western Illinois University has had a presence in with multiple alumni over the years, has swept this year's event with students of alumni from Western Illinois University's Agricultural Education (Ag) program taking all the awards. Junior High students from across the state showcased their excellence, with four students clinching the top awards in their respective categories.
- **Agriculture Alumnus Memorialized** - Through New Endowment Fund - The life and impressive career of WIU alumnus Cliff Becker are being memorialized through a new fund for the School of Agriculture. Becker, originally from Oak Park, IL, graduated from WIU with a degree in Agriculture in 1984. He was a fourth-generation farmer who had an impressive 39-year career in the agricultural field. Becker spent more than 10 years as executive vice president at Farm Journal and 23 years with Vance Publishing, where he served as senior vice president and publishing director for their food360 division. At his passing, Becker was the vice president of New Campus Development for the American Royal in Kansas City, MO. The fund maintains a balance of \$18,000.

## **17. Community and/or regional engagement from College:**

*List notable community and regional engagement activities.*

- **Executive in Residence: Jack Kolosky** - In keeping with a tradition of excellence, The College of Business and Technology was pleased to host Mr. Jack Kolosky as the 2023 Executive in Residence. His distinguished career is a poignant illustration of the guiding principles that define exemplary leadership in today's global service economy. Mr. Kolosky is currently the Executive Director of the Alliance of Dedicated Cancer Centers. In prior roles, Mr. Kolosky served as the Executive Vice President/Chief Operating Officer of Moffitt Cancer Center in Tampa, FL, and served as the President of Moffitt Hospital. Mr. Kolosky received his bachelor's degree in Accounting from Western Illinois University and an MBA in Finance from Drake University. He holds a Certificate from the Harvard University School of Public Health and is a Certified Public Accountant. Of the 130 student attendees at the Executive in Residence event held on October 30th, 23.5% were first generation students, 21.9% were international students, and 22.9% were transfer students. Students from all 5 colleges were represented including special invitees from the School of Nursing.

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- **Amanda Gore: Ferguson Lecture** - The CBT secured Amanda Gore as the Ferguson Lecturer. Amanda Gore is CEO of The Joy Project, a business woman, an author and award winning speaker. She is one of 4 Australians inducted into the USA Speaker Hall of Fame and works with small and large organizations in every industry - McDonalds, Westpac, KPMG, CISCO, AMP, MDRT, Flight Centre, Google, Remax, Disney, Hilton, The Direct Selling and many other associations, hospitals and schools to help them create cultures of joy and engagement and to bring the humanity and joy back into their organizations. Her presentations are very personal and funny experiences that embed powerful and relevant messages that are tailored to your desired outcomes, and connects with people's hearts. A corporate luncheon was attended by 83 community members. The keynote address was attended by approximately 500 students, WIU, and community members.
- **2nd Annual REALS** - The School of Accounting, Finance, Economics, & Decision Sciences hosted the second annual Real Estate & Appraisals Learning Summit (REALS) on Thursday, September 28. The summit featured presentations from finance alumni on real estate investment, appraisals, and market outlook, and open Q&A time with regional industry professionals. The highlight of the day featured a keynote luncheon with a Senior Economist from the Federal Reserve Bank as she presented the regional real estate market outlook to the broader professional community. Throughout the day over two dozen members of the business community engaged with WIU students.
- **Programmatic Exploration with John Deere Welding Engineering Technology Program** - Since early Fall 2023, meetings between John Deere engineers from all facilities in the Quad Cities, School of Engineering and Technology representatives, and members of Blackhawk College have been discussing and weighing options to develop and deliver an education degree for employees, from Deere and other companies in the region, that focuses on elements and requirements in the processing of welded elements and assemblies. After many discussions and shadowing events at facilities, the determination is that an emphasis area, including 18 hours of special course, for the current Engineering Technology degree will satisfy the needs that John Deere pursues.
- **The School of AFED Hosts Workshop on "Ethical Issue and Best Practices in Data and Data Analytics"** - In conjunction with the Central Illinois Chapter of the American Statistical Association (ASA), WIU welcomed a community of students, faculty, staff, professionals, and data enthusiasts to a discussion of the ethical issues surrounding data and data analytics with Dr. David Corliss, the Principal Data Scientist at Grafham Analytics. The day's events engaged audience participants in active conversations about the practical and applied understanding of ethical issues related to data ownership, data privacy, bias in analytics, and best practices in the field.
- **Quad Cities Manufacturing Lab Partnerships Revised** - Since November of 2023, the School has participated in the restructuring of the Quad Cities Manufacturing Laboratory, now deemed QCML 2.0, in partnership with the University of Illinois at Urbana Champagne and Iowa State University. WIU's previous operation in the Rock Island Arsenal is being dismantled and some of the equipment will be transferred to the Joint Manufacturing and Technology Center of the RIA as part of WIU's contribution towards the new partnership.
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## 18. Conclusion

Based on these risk factors previously presented, and a review of the formal SWOT Analysis, The college has formulated a comprehensive strategic plan that contains the themes of Student Success, Institutional Distinctiveness, Financial Sustainability and Legacy, Societal and Global Impact, The plan as designed provides a comprehensive framework under which units strive to contribute to the mission of the college as mapped to the university strategic plan. In addition, the college as engaged a comprehensive technology backbone to support tracking of relevant metrics and activities. The

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college remains steadfast in achieving its primary purpose of preparing the next generation of business and technology innovators to thrive in an evolving, interconnected global economic environment.



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## **College of Education & Human Services**

### **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.

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**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 programing 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 currently 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, Tourism, & Hospitality. 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 is the only such Center in the state and supports the region through professional development and developing research collaborations with schools. And, the college houses the campus food pantry providing support for students with food insecurity.

**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 field of 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, Tourism and Hospitality 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. The School of Education houses the Macomb Infant and Preschool Center; the Reading Center; The Kellogg Science Center; the Social Studies Center; and, the Curriculum Library (not housed by SOE) is available for our students in Horrabin Hall.

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**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 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 majors' 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. Additionally, the program received very positive feedback on its accreditation self-study and site visit and we are confident the program's accreditation will be reaffirmed for the next seven years. Finally, there is evidence that the labor market for graduates of this program is growing stronger particularly as the post-pandemic national health and well-being movement continues to expand.

#### **Bachelor of Science in Exercise Science**

As of Spring of 2024, there were 104 active students in the Exercise Science Program—an enrollment jump of 12 students. 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 Education, Paraprofessional-Focused Teacher Licensure Programs**

Two years 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 180 students, an additional 30 students from last spring.

#### **Bachelor of Social Work**

We believe that this program will grow very quickly with the creation of an MSW (see below in the “looking forward section). 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

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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 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, our relationship with Universidad Autonoma de Nuevo Leon to recruit students to WIU's program is succeeding: we had a first graduate earn his degree this spring semester.

**Master of Public Health (Public Health or School Health Options)**

As of spring of 2024, this program has 93 students and we expect it to grow particularly if we get the additional Public Health position filled.

**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.

**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 3 ½ years since the MAT program officially kicked off, we have added numerous licensure areas to the original three, including a P-12 Art option most recently approved by ISBE. This spring we expect to have approval for additional licensure options in PE, Spanish, and French. As of Spring 2024, there were 284 active students in the program. We expect to have as many as 350 active students in the MAT by Fall of 2024. These enrollment numbers make it the largest graduate program on campus.

**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.

**Looking Forward, New Programs:**

**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. We have received permission to develop this program and that work is ongoing.

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**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 continues to suffer from a lack of human resources. 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 (nearly 300 students) and the MPH (nearly 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. As we have requested on several occasions, if successful programs such as the MAT and MPH would receive a percentage return on the tuition generated to sustain/grow the program, we certainly could see higher enrollments.

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 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.

Finally, COEHS went through a nearly year-long reorganization process. We are at the last stages of that process. Reorganizing will hopefully shore-up what is a leadership vacuum: we currently have three interim department chairs—two of whom have taken on these roles in addition to numerous other duties in both the college and the provost office. Reorganizing our departments will provide the potential to find two permanent chairs as we hope to dissolve one of our seven departments. That improvement in structural efficiency will allow for more recruitment and innovative program creation and lead to enrollment growth.

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**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*

	2019	2020	2021	2022	2023
<i>New Freshmen Students</i>	266	289	225	251	242
<i>New Transfer Students</i>	184	216	162	179	168
<i>New Graduate Students</i>	196	195	251	261	237
<i>Continuing Undergraduate Students</i>	1385	1247	1109	1052	997
<i>Continuing Graduate Students</i>	539	504	547	615	645
<b>TOTAL</b>	<b>2,554</b>	<b>2,451</b>	<b>2,294</b>	<b>2,358</b>	<b>2289</b>

- 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>2019</b>												
<i>Undergrad</i>	11	327	3	21	309	-	1,084	45	35	873	962	1,835
<i>Graduate</i>	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>												
<i>Undergrad</i>	7	333	5	24	297	1	1,002	52	31	766	986	1,752
<i>Graduate</i>	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>												
<i>Undergrad</i>	21	280	4	14	247	-	867	40	23	606	890	1,496
<i>Graduate</i>	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>												
<i>Undergrad</i>	25	293	4	15	250	1	838	40	16	543	929	1,482
<i>Graduate</i>	116	85	-	4	66	1	564	15	25	268	608	876



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<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>
<b>2023</b>												
<i>Undergrad</i>	22	262	4	13	228	2	813	44	21	477	932	1,409
<i>Graduate</i>	139	89	-	9	67	-	535	13	30	270	612	882
<b>Total</b>	<b>161</b>	<b>351</b>	<b>4</b>	<b>22</b>	<b>295</b>	<b>2</b>	<b>1348</b>	<b>57</b>	<b>51</b>	<b>744</b>	<b>1544</b>	<b>2291</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

<b>Undergraduate 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>COLLEGE OF EDUCATION &amp; HUMAN SERVICES</b>												
<b>Education</b>	-	1	-	-	4	42	-	1	1	4	45	49
B.S.Ed. in Elementary Education	-	1	-	-	4	36	-	1	1	3	40	43
B.S.Ed. In Middle Level Education	-	-	-	-	-	3	-	-	-	1	2	3
B.S.Ed. in Special Education	-	-	-	-	-	3	-	1	-	-	3	3
<b>Health Sciences &amp; Social Work</b>	-	7	-	2	11	19	-	-	3	6	36	42
B.S. in Health Services Management	-	2	-	-	1	6	-	-	-	2	7	9
B.S. in Public Health	-	1	-	-	-	1	-	-	-	1	1	2
Bachelor of Social Work	-	4	-	2	10	12	-	-	3	3	28	31
<b>Kinesiology</b>	-	10	-	-	4	26	-	-	1	22	19	41
B.S. in Exercise Science	-	8	-	-	3	14	-	-	1	18	7	25
B.S. in Nutrition & Dietetics	-	-	-	-	1	5	-	1	1	-	6	6

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B.S. in Nutrition & Foodservice Management	-	1	-	-	-	-	-	-	1	-	2	2
B.S. in Physical Education K-12	-	1	-	-	-	7	-	-	-	4	4	8
<b>Law Enforcement &amp; Justice Administration</b>	<b>3</b>	<b>22</b>	<b>-</b>	<b>3</b>	<b>44</b>	<b>131</b>	<b>-</b>	<b>6</b>	<b>5</b>	<b>112</b>	<b>102</b>	<b>214</b>
B.S. in Emergency Management	-	1	-	-	-	4	-	-	-	3	2	5
B.S. in Fire Protection Services	-	-	-	-	-	14	-	-	-	12	2	14
B.S. in Law Enforcement & Justice Administration	3	21	-	3	44	113	-	6	5	97	98	195
<b>Recreation, Park &amp; Tourism Administration</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>16</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>9</b>	<b>14</b>	<b>23</b>
B.S. in Recreation, Park & Tourism Administration	-	3	-	-	3	16	-	-	1	9	14	23
<b>TOTAL EDUCATION &amp; HUMAN SERVICES</b>	<b>3</b>	<b>44</b>	<b>-</b>	<b>5</b>	<b>66</b>	<b>234</b>	<b>-</b>	<b>7</b>	<b>11</b>	<b>153</b>	<b>217</b>	<b>370</b>

<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>	2	1	-	1	5	30	-	1	2	10	32	<b>42</b>
M.S.Ed. in Counseling	-	-	-	-	4	22	-	1	1	4	24	28
M.S. in College Student Personnel	2	1	-	1	1	8	-	-	1	6	8	14
<b>Education</b>	<b>-</b>	<b>7</b>	<b>-</b>	<b>-</b>	<b>10</b>	<b>134</b>	<b>-</b>	<b>4</b>	<b>1</b>	<b>27</b>	<b>129</b>	<b>156</b>
Alternative Licensure	-	2	-	-	-	31	-	-	-	8	25	33
M.S.Ed. In Curriculum & Instruction	-	1	-	-	-	27	-	-	-	1	27	28
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	9	-	1	-	1	12	13
M.S. Ed. in Educational Leadership	-	1	-	-	4	36	-	1	1	12	31	43
Ed.S. in Educational Leadership	-	-	-	-	-	1	-	-	-	-	1	1
Ed.D. in Educational Leadership	-	-	-	-	-	15	-	1	-	5	11	16
M.S.Ed. in Reading	-	1	-	-	3	11	-	-	-	-	15	15

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M.S.Ed. in Special Education	-	1	-	-	-	4	-	-	-	-	5	5
PBC in TESOL	-	-	-	-	1	-	-	1	-	-	2	2
<b>Health Sciences &amp; Social Work</b>	16	-	-	-	3	4	-	-	-	7	16	23
M.S. in Health Sciences	-	-	-	-	-	-	-	-	-	-	-	-
PBC in Health Service Administration	4	-	-	-	-	1	-	-	-	1	4	5
Master of Public Health	12	-	-	-	3	3	-	-	-	6	12	18
<b>Kinesiology</b>	8	6	-	-	-	24	1	1	-	30	10	40
M.S. in Kinesiology	4	1	-	-	-	10	-	1	-	8	8	16
M.S. in Sport Management	4	5	-	-	-	14	1	-	-	22	2	24
<b>Law Enforcement &amp; Justice Administration</b>	1	7	-	-	1	19	-	3	-	17	14	31
M.A. in Law Enforcement and Justice Admin	-	-	-	-	-	1	-	-	-	1	-	1
M.A. in Public Safety Administration	1	7	-	-	1	17	-	3	-	15	14	29
PBC in Police Executive Administration	1	-	-	-	-	1	-	-	-	1	-	1
<b>Recreation, Park &amp; Tourism Administration</b>	2	-	-	-	-	10	-	-	-	7	5	12
M.S. in Recreation, Park & Tourism Administration	2	-	-	-	-	9	-	-	-	7	4	11
PBC in Event Planning & Management	-	-	-	-	-	1	-	-	-	-	1	1
<b>TOTAL EDUCATION &amp; HUMAN SERVICES</b>	29	21	-	1	19	221	1	9	3	98	206	304
<b>TOTAL DEGREES CONFERRED</b>												674

## 6. Retention of students

Our 1st annual New Student Welcome drew 117 undergraduate students on the Friday before the semester began (August 18, 2023). Our programming had one clear purpose—create an environment and the opportunity for new students to begin the process of building connections with their classmates and faculty. The following sessions were hosted by COEHS faculty, staff, and departmental student clubs:

- Meet Your Major,
- Speed Friending,
- Breathwork & Stress Management Tips,
- Self Care Strategies That Work,
- Inflatable Climbing Wall & Obstacle Course,
- Make & Take WIU Memorabilia,
- Conversation & Board Games, and
- Yard Games & Water Rockets.
- The post-event survey confirmed wide-spread student engagement with peers and faculty, and 100% support for hosting the event again in 2024.

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To ensure that our online, Quad Cities, and graduate populations are being served as well, we hosted five Q&A sessions via Zoom during the first week of the 2023-2024 academic year.

For the remainder of the academic year, our retention and student success efforts were centered on the concept of bringing resources to the students rather than asking them to come to us. This approach was successful because we joined the spaces where the students are situated during their daily activities, and they see us supporting their academic and professional goals. This approach also brings synergy among the administrative staff, faculty, and student clubs within COEHS by being in the same space at the same time for informal conversations, brainstorming, exchanging information about students who might need help, etc.. (See more about the student success implications in that section of this document.) Here are a few illustrative examples of COEHS administrative staff and faculty being in the same spaces/events as students:

- #SnacksOnUs: Soda Bar - Brophy and Horrabin Halls (multiple sessions)
- Summer Opportunities Fair (RPTH event in the Grand Ballroom)
- Department of Alcohol, Tobacco, Drugs, and Firearms (ATF) Panel Presentation (LEJA)
- Education Career Fair (Teacher Education Office event in the Heritage Rooms)
- Co-hosting COEHS departmental student clubs events (during their regular meetings times/locations)

Below are a few specific student retention highlights from COEHS academic departments.

### **School of Education**

**Educational Leadership MSED:** Out of only 100 scholarships granted, the School of Education had 2 program candidates receive the prestigious *School Leader Pipeline Grant* alongside only 18 other universities in Illinois. The purpose of this State of Illinois funded initiative is to identify, develop, support, and sustain a diverse cohort of aspiring leaders as they work through a principal preparation program. Ultimately, this initiative will facilitate further administrative leadership within Illinois. The grant covers two academic years of programming for a total of \$15,000 in tuition costs. Recipients receive 20 hours of mentoring from a current or recently retired school leader who is a member of the *Illinois Principal Association (IPA)*, a \$500 stipend for conference travel expenses, as well as an IPA membership. School of Education faculty members Dr. Monica Rouse, Dr. Bridget Sheng, and Dr. Pam Rockwood played critical roles in assisting with the review process for the award, including being part of a team of nearly 15 reviewers.

### **Health Sciences and Social Work**

The Master of Public Health (MPH) program hosted monthly journal club events. Students learned about different types of research from alumni of the program. The MPH program also hosted orientation events, one in the fall and one in the spring, to update students and answer questions. Additionally, the Health Sciences Graduate Student Association worked on becoming a formal student organization which included inviting all MPH students to become members.

The Social Work (SW) student organizations [Social Work Student Association (SWSA), Diversity Council, and Phi Alpha] in collaboration with their faculty hosted a number of events to support SW students. Examples of these events included: New Student Orientation, Social Work Connections (Self-Care in Social Work, Social Workergiving), shopping for CASA children, street clean up, Soda Bar and Study Session, a Bowling Event, and a Movie Night, a Senior SW Panel and Pizza Party for all SW students. SW students also participated in a number of fundraisers including shopping for CASA students, supply drive for Samaritan Well, Big Brothers Big Sisters Bowl for Kids Sake and Music Trivia fundraisers. Additionally, faculty conducted monthly Exploring Your Future in Social

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Work sessions for the students.

### **Kinesiology**

- Had the Student Success Center in Brophy Hall 200A painted.
- Refreshed the entrance way to Brophy Hall with new paint and graphics.
- Graduate Students Expectations seminar and survey during the Fall 23 semester.
- Participated in all of the Summer 23 Leatherneck Launch events.
- Working with the COEHS Global Community and Social Justice Committee that focuses on strategies to improve retention for international students.

### **LEJA**

The School also hosted their own welcome to LEJA event for all freshman and transfer students on 8/23. The event provided students with the opportunity to meet the Director and most of the faculty in an informal manner to show the breadth of experience and careers available within the arena of public safety.

Retention specific efforts also included:

- Advising and actively engaging with LEJA students in professional fraternity organizations within the School, to include:
  - *Alpha Phi Sigma (National Honor Society for Criminal Justice)*
  - *American Society for Industrial Security (ASIS)*
  - *Concert Safety Corps*
  - *Corrections Club*
  - *IESMA -Illinois Emergency Services Management Association*
  - *Investigator's Club*
  - *Lambda Alpha Epsilon (The American Criminal Justice Association)*
  - *Minorities in Blue (MIB)*
  - *Omega Gamma Phi a fire studies association*
  - *Mock Trial Team*
  - *Phi Alpha Delta – a Pre-law club.*
  - Delta Tau Delta a Social Fraternity
  - WEMS, our professors assist with the club's training and activities.
- Each of these fraternities engage in conferences and events. For example, in the past year, these events have occurred:
  - Touring the Illinois State Police Academy
  - Visiting the McDonough County Sheriff's Office and County Jail.
  - Hosting guest speakers and employers
  - Visiting the State Emergency Operations Center in Springfield and the IESMA Training Summit
  - Participating in Veteran related events
  - Mock Trial Team Competitions - Racheter Invitational at Pella College in Pella, Iowa from December 1-3, 2023, and at the American Mock Trial St. Louis Regionals at Wash U in St. Louis from February 17th to 18th.
  - Fire Fraternity: Monthly trips to Carthage Fire Dept for joint training
  - Quincy Day - field trip to Quincy Regional Training Center for hands-on fire training

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- Fire students conducted smoke detector event in Macomb (with Red Cross) and installed 49 smoke detectors in low income housing
- Assisted with the planning and implementation of the Alzheimer's Association Walk in Macomb. Had over 20 club members participate in, set-up, tear-down, and fund-raising.
- On 9/13/23, LEJA Students and fraternity faculty adviser of the National Criminal Justice Honor Society Alpha Phi Sigma [Epsilon Omicron Chapter] volunteered at the Good Food Collaborative, unloading and stocking over 10,000 pounds of food and sundries.
- On 10/26/23, the LEJA Criminal Justice Honor Society's [Alpha Phi Sigma] adviser coordinated with the Office of Public Safety and Kinesiology Department to host a Mock Police Officer Wellness Evaluation Report [POWER] test for students interested in the fitness testing process for hiring law enforcement personnel.
- Spring, 2024, Fire Department Instructors Conference – FDIC A group of 8 students and the adviser spend 1 week at the conference, helping to staff the event and network with programs across the country. Students have the opportunity to serve as classroom hosts and introduce guest speakers, collect evaluations and take attendance. In exchange, all expenses are paid for the week and students get to spend a portion of the time attending fire service training for free.

### **Recreation, Park, Tourism & Hospitality**

- Multiple Food Centered Events creating opportunities for faculty, staff and students to engage informally.

## **7. Recruitment of students**

Our departments participated in University-Sponsored recruitment events:

- Discover Western,
- Grad Expo,
- Majors & Minors Fair,
- Transfer Articulation Event, and
- Western Express.

We also use COEHS events and avenues as recruitment opportunities to either connect directly with students or K-12 administrators. Below are a few examples.

- Book Author Reading & Discussion - all admitted education prospects received a special invite
- Administrators' Roundtable: Education Law Conference - 60 attendees received updates about COEHS and SOE; additionally, Doug Freed and Justin Shuch presented their direct-admit program to the participants
- Education Fair - COEHS table and staff stopped by every table to distribute
- Horn Field Campus - Mind Phiffer regularly invites students, faculty and staff to lead sessions that promote WIU to visiting groups of high school students
- Seymour Center for Rural Education dedication, lunch, and tour for donors and K-12 administrators
- Future Teachers Day - area high school brought 180 students with an professional interest in teaching to campus for this inaugural event
- Outreach to admitted prospective students about departmental resources and



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opportunities—Exercise Science, Social Work, Special Education, Education in general

COEHS faculty, staff, and students also recruited prospective students through presenting and/or exhibiting at externally organized off campus events:

- High School Wellness Days
- College Fairs at High Schools and Community Colleges
- High School Career Fairs
- TRiO Program Presentations
- Discover Wellness Summit at Carl Sandburg Community College
- Illinois Scholars Fairs

Below are a few specific departmental highlights.

### **Counselor Education & College Student Personnel**

- Graduate Coordinators for both programs (CNED & CSP) participated in campus visits by prospective students, the WIU Grad Expo, and are responsive to student email inquiries.
- CNED Program hosted a Virtual Open House event and this will likely be an annual event.
- CNED Program provided a half-day interview experience for program applicants.
- Program faculty attending conferences to recruit students.
- Develop partnerships with area colleges and universities to encourage undergraduates to pursue graduate degrees at WIU. This includes the increase of external assistantships.
- International students in doctoral programs to reach out to students in their home countries as part of recruitment efforts.
- CSP Program had virtual info sessions on Oct. 10 and Nov. 8, 2023. We plan to continue those.
- CSP Program participated in the grad fair at Eastern at Student Affairs 101 on Oct. 27, 2023.
- CSP Program has sent out recruitment emails to WIU students and our alumni.
- CSP Program held socials at the NASPA conference in Seattle on March 12, 2024 and the ACPA convention in Chicago on March 20, 2024 and asked alumni to help us recruit.
- CSP Program adopted a new recruitment strategy this year of CSP Months rather than CSP Days where we gave personalized attention to candidates to recruit them to WIU. Several students told us this is why they chose our program versus others.

### **Education**

- Discover Western Events
- Future Teachers Day 180 participants
- Community College Visits - Sauk Valley, etc.
- Letter writing campaign by current students to admitted prospective students
- Book Author Reading - invited prospective students
- Revitalized Administrators' Roundtable in April 2024 with the Education Law Conference gathering 60 area K-12 school administrators, teachers, and school board members for a half-day event.
- Illinois Science Olympiad brings middle and high school students to participate in STEM related competition at the Western Illinois University Regional Science Olympiad. This event draws between 12-15 school participants from neighboring counties in the west-

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central Illinois region.

- The [Great River Teacher Corps](#) (GRTC) scholarship program recruits and awards scholarships to students who will become teachers in a rural school district after graduating from Western. Over \$180,000 is available to participants in the GRTC program. We are actively encouraging prospective students to apply for these funds as a means of recruitment.

Over the span of 2021-2024 academic years, eleven programs have been approved through the channels of the department, college, university, and the *Illinois State Board of Education* (ISBE). The School of Education expects for the 3 additional programs to be approved Summer 2024. Since its inception, the program has gained over 200 participants, with “goal” enrollment predicted to peak in 3-5 years at nearly 500. The Master of Arts in Teaching (MAT) - Alternative Licensure is a two-year residency program wherein candidates are hired by a school district on a provisional teaching license, are paid a beginning teacher salary, and take courses over the two years. Upon successful completion of the program, graduates will receive an Illinois Professional Educator License in one of the following areas listed below.

- Early Childhood (Birth-Grade 2)
- Elementary Education (Grades 1-6)
- History (Grades 9-12)
- Middle Grades Education - English/Language Arts; Mathematics; Science; Social Studies
- Music (Grades K-12)
- Physical Education (Grades K-12) [ISBE approval expected June 2024]
- Secondary English (Grades 9-12)
- Secondary Mathematics (Grades 9-12)
- Secondary Science (Grades 9-12): Biology, Chemistry, Physics, Earth & Space Science, Environmental Science
- Special Education (K-Age 22) - Learning Behavioral Specialist (LBS1)
- Visual Arts Education (Grades PK-12)
- World Languages: Spanish (Grades K-12) [ISBE approval expected June 2024]
- World Languages: French (Grades K-12) [ISBE approval expected June 2024]

**Early Childhood Workforce, Special Education, and Equity Work Projects:** In partnership with the Center for Best Practices in Early Childhood Education team, School of Education faculty, Teacher Education Office and Office of Sponsored Projects, Dr. Lindsay Meeker has authored/co-authored, and currently oversees nearly a dozen projects (~\$3,000,000) designed to promote various pathways to the teaching profession in early childhood education, special education, as well as multilingual and elementary education. The recently added “Paraprofessional Track” within the Elementary Education major has enrolled over 100 students in the program since its beginning in the summer of 2022. With much of the emphasis being directly related to early childhood education initiatives mandated by the State of Illinois (Early Childhood Access Consortium for Equity Scholarship Program [ECACE]), Dr. Meeker, along with faculty members Dr. Carla Paciotto, Dr. Gloria Delany-Barmann, Dr. Sharon Stevens, and Dr. Boh Young Lee are advancing several objectives, not limited to the following: (1) Promoting inclusive practices for children with disabilities and their families across the western Illinois region by offering professional development, technical assistance, communities of practice, and family events through various means of delivery; (2) Relating project scopes for credentialing, upskilling the current early childhood workforce, training and parent-support mentor programs in public school settings; (3) Implementing and sustaining “grow your own” programs for parent mentors and other diverse teacher candidates; (4) Piloting and implementing Gateways Spanish modules for ESL/Bilingual options in education; (5) Piloting PLA Gateways Level 2 Assessment and; (6) Work on funding of capital projects for an ECH center (Rocky’s Play Space/Área de

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Juego de Rocky - A Bilingual Early Learning and Family Empowerment Center for the Community) on the Quad Cities campus.

**Educational Leadership MSED:** Out of only 100 scholarships granted, the School of Education had 2 program candidates receive the prestigious *School Leader Pipeline Grant* alongside only 18 other universities in Illinois. The purpose of this State of Illinois funded initiative is to identify, develop, support, and sustain a diverse cohort of aspiring leaders as they work through a principal preparation program. Ultimately, this initiative will facilitate further administrative leadership within Illinois. The grant covers two academic years of programming for a total of \$15,000 in tuition costs. Recipients receive 20 hours of mentoring from a current or recently retired school leader who is a member of the *Illinois Principal Association* (IPA), a \$500 stipend for conference travel expenses, as well as an IPA membership. School of Education faculty members Dr. Monica Rouse, Dr. Bridget Sheng, and Dr. Pam Rockwood played critical roles in assisting with the review process for the award, including being part of a team of nearly 15 reviewers.

### **Health Sciences and Social Work**

The Social Work program sent individual email updates to admitted students and also sent some handwritten note cards. Social Work students and faculty participated in several Wellness Day events at local high schools. They presented on self-care and affirmations. One of our current students chose to come to Western because of the Wellness event she had attended as a high school student.

### **Kinesiology**

- Approximately a 15% enrollment increase from the Fall 23 semester to the Spring 24 semester.
- About 1,500 digital recruitment postcards sent to prospective students, freshman admits and transfer students by April 10, 2024.
- Assigned a graduate teaching assistant to manage and post items to department social media accounts and track analytics: Since January 22, over 9,000 Instagram accounts have been reached (duplicates included.) There have been more than 3,500 content interactions, the number of followers has grown from 247 to 375, and the two largest age groups are 18-24 and 25-34. For Facebook, there have been over 17,000 posts engagements, and almost 56,000 post reaches. The number of Facebook followers has grown from 446 to 538.
- Mailed graduate program flyers and applications to over 50 colleges and universities in the region.
- Mailed graduate program flyers and applications to about 40 prospects.
- Tours of Brophy Hall with numerous prospective Exercise Science students during the F23 and SP24 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.
- Participated in the Discover Western Events during the Fall 23 and Spring 24 semesters.
- Participated in the Fall 23 and Spring 24 WIU Grad Program Expos.
- Ongoing email contacts with every batch of accepted students interested in undergraduate programs.
- Developing strategies to partner with community colleges for a 2+2 agreement.
- Membership on a university committee to recruit underrepresented students.
- Recruited a Graduate Teaching Assistant for the Fall 24 Spring 25 semesters to teach the SCUBA classes.

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- Participated in Health Fairs in the community.
- Participated in Career Fairs at area high schools.
- Physical Education Teacher Education Program developed a recruitment video for YouTube.
- Frequents posts on the WIU Physical Education Teacher Education Facebook page.
- Ongoing email contacts with every batch of accepted students interested in graduate programs.
- Promotional presentations in undergrad Sport Management courses in nearby community and 4-year colleges and universities (e.g., Quincy University, Culver-Stockton College).
- Attended career fairs.
- Attended academic conferences to promote the programs.

### **Law Enforcement and Justice Administration**

All Discover Westerns events were attended by Director Myers and Chief Henning. Professor Johnson joined in on many occasions. Additionally, the Director and the Graduate Adviser, when appropriate, attended all other mandatory Undergraduate and Graduate recruitment events.

Beyond the university sponsored events, the School of LEJA has hosted 2 major School of LEJA Open Houses, one in September and one in March. Each had approximately 300 admitted and interested students attending from the states of Illinois, Missouri, and Iowa.

### **Other Recruitment Events:**

School Visits 2023- 2024 where we provided in-class instruction and demonstrations

- LaSalle-Peru
- Fox Valley
- Technology Center of DuPage
- Indian Valley
- Sandwich IL, (April)
- Illinois Valley Central District Career Fair
- Rushville-Industry Career Fair
- Pittsburgh Public School District to reduce juvenile delinquency and promote the importance of an education. (2023)
- Macomb High School
- Peoria High School
- Western Express
- Will County Technical School
- Woodruff Tech Center

### **Recruitment Events:**

- Get-A-Taste - recruiting event for potential fire protection students set for April 1st at the Quincy Regional Training Facility.
- Public Safety Career Fair September 19, 2023 Grand Ballroom and alumni social
- Public Safety Career Fair April 23, 2024 Grand Ballroom and alumni social
- Director Myers and Professor Walton presented at the Impaired Driving Symposium in Itasca, IL for Traffic Enforcement and Insurance Agencies as a potential recruitment for master level students.
- Professor Henning participated with the Illinois Risk Reduction and Illinois State Fire Marshal Group Meetings to promote our Fire programs

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- Fire and Emergency Services Higher Education – FESHE national committee meeting attended by Chief Henning to promote the fire program and identify curricula updates through the Master level. This year's annual meeting was held at the National Fire Academy Emmitsburg, MD January 4-6, 2024.
- Scholastic Bowl Judge for Regional High School Event (Jan 2024) Promoted WIU programs (Director Myers)
- Met with research representatives from the Ukraine concerning international partnership (Jan.2024) (Director Myers and Randy Glean)
- Participated in the Writing in the Disciplines Event with WIU English Department for recruitment of regional area students (2/24) (Director Myers)

### **Recreation, Park, Tourism & Hospitality**

- 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
- Career day at SRC
- Career Day at Rushville-Industry High School.
- Hospitality WACS program

## **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. We plan to work at reinvigorating this endeavor going forward.

The COEHS Faculty Advisory Council continued making progress this academic year. The group finished editing the Constitution, provided valuable feedback on the College Workload Equivalent document, and began reviewing existing policies and procedures. In addition, they streamlined the process for faculty to apply for the college level Faculty Excellence Awards. We anticipate that they will continue this work next academic year.

The COEHS Dean will be partnering with several faculty and staff across the university to assist in revising the new faculty orientation process as well as creating a similar process for new adjunct faculty.

*b. Plans to hire faculty and staff*

Adequate staffing has been and continues to be a challenge for the College. This academic year is no exception. The College has had some success with reducing administrative, faculty, and office support needs through an effort to reorganize and receiving permission to hire in areas of greatest need.

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Firstly, after an internal search, we hired a new Interim Dean. With this hire, the dean’s level staff remained intact from the previous academic year. This hire required some shifting of some responsibilities within the office, but we feel this dean’s level team works incredibly well together and we look forward to removing the interim tag from the Dean and Assistant Dean positions later this spring/summer. However, the dean’s level work was made more complicated because the Interim Assistant Dean was also serving as Interim Department Chair of CSP/CNED and as an Associate Provost; the Associate Dean was also serving as Interim Department Chair of the HS/SW department.

We were also successful in hiring a new School of Education Director.

The College embarked on a year-long reorganization endeavor in the early fall of 2023. We are currently finalizing that work. Assuming all goes according to plan, we will have one fewer department which alleviates the need for one Department Chair position and one Office Manager position. We are currently running a search for a permanent Department Chair of what will be a new Kinesiology/Health Sciences Department and hope to do the same for what will be another “new” department consisting of CSP, CNED, and SW.

We have also had some success in additional staff and faculty hiring. Due to reorganization efforts in upper administration, we were able to “hire” an existing office manager (UTech) to support our advising office. We also received permission to hire an additional staff position in our Teacher Education Office for the specific purpose of supporting the burgeoning Alternative Teacher Licensure MA program—we are currently negotiating with a candidate and hope to have that position filled in the coming weeks. We are finishing up the process to hire a new office manager. That position has been vacant for the entire year. And, we hired a new Office Manager for the School of Education.

On the faculty side, we had three faculty members who were previously hired as ABD doctoral candidates who successfully completed their terminal degree programs and transitioned into “new” unit A faculty. Finally, we received permission to search for two Unit A faculty members to shore up faculty needs in two of our largest programs (MAT/MPH). We have succeeded in filling one and hope to do the same for the second position in the next few weeks.

Going forward, we will work to eliminate the “interim” tags from the Dean, Assistant Dean, and three current Department Chairs. There will also be a need to hire faculty and staff in growth areas, while simultaneously hoping for some retirements in areas that are struggling with enrollment.

**9. Courses (Lisa?)**

*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*

	Spring	Summer	Fall
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Gen Ed Courses	42	9	46
FYE Courses	1	0	3
Major Courses	224	47	243
Independent Study	23	16	18
Internship	33	20	28
Other	183	85	88
Graduate Courses	198	100	236
		0	
# Courses-Macomb Campus	267		279
# Courses-QC Campus	55	8	29
# Courses-Online	235	95	240

**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)*

Alternative Licensure – Master of Arts in Teaching

- The Master of Arts in Teaching/Alternative Licensure Program was developed to address the ongoing teacher shortage. Paperwork has been submitted to the state board of education requesting approval for the following programs. The programs will be evaluated for approval on June 7, 2024.
  - K-12 Physical Education
  - K-12 World Languages – Spanish AND French

An Integrated Baccalaureate and Master’s Degree was approved between the Fire Science and Public Service Administration programs.

- b. *New minors (include audience for the program and aspect of mission served by the program)*

COEHS did not create any new minors during 2023-2024.

- c. *New certificates, emphases, or other (include audience and aspect of mission served)*

COEHS did not create any new certificates or emphases in 2023-2024. However, we are currently exploring a certificate of completion for community health workers in collaboration with Memorial Hospital in Carthage.

**11. Eliminated academic programs**

*List eliminated majors, minors, other*

COEHS did not eliminate any majors or minors.

**12. Faculty activities**

*Include the following:*

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*a. Achievements*

Dr. Haley Wikoff was named the 2023 Toni Tollerud Illinois School Counselor Educator of the Year by the Illinois School Counselor Association, which was presented at the November 2023 conference in Tinley Park, IL.

Dr. Tracy Davis was awarded the 2023 Provost Award for Multicultural Teaching.

Dr. Minsun Doh was awarded the 2023 Provost Award for Excellence in University & Community Service.

Dr. Hollie Mason was awarded the 2024 COEHS Award for Excellence in University & Community Service.

Dr. Haley Wikoff was awarded the 2024 COEHS Award for Excellence in Multicultural Teaching.

Megan Owens received the American Camp Association, Illinois “Visitor of the Year” award.

Jeremy Robinette was named as one of the Top 40 Veteran Champions Of The Year in Higher Education by G.I. Jobs magazine

Jeremy Robinette received the Clyde Cronkhite award for his significant and continuous contribution to community members’ quality of life from the McDonough County Quality Of Life Committee.

Jill Myers was awarded the 2024 Adjunct Professor of the Year award at Spoon River College for her role in teaching and promoting criminal justice, legal, and cyber investigative education and careers.

*b. Professional development*

Drs. Carrie Alexander-Albritton and Matthew Beck partnered with the WIU-QC Grad Center and provided a clinical supervision workshop for clinical mental health and school counseling clinical supervisors. This workshop focused on critical incidents and ethical considerations in clinical supervision (October 27, 2023).

Dr. Matthew Beck and Dr. Haley Wikoff have been working with the Illinois School Counselor Association to develop a Clinical Supervision credential training. The 12-hour training will be held Friday, February 9th and Saturday, February 10<sup>th</sup> at the Tinley Park Convention Center. This training is designed to provide supervisors with skills to address and design meaningful clinical supervision for school counselors. This is pilot training that is fairly uncommon in the field of school counseling.

Drs. Matt Beck and Carrie Alexander-Albritton offered a professional development opportunity that focused on Theory and Creativity in Supervision for School Counselors and Mental Health Counselors (QC Campus, April 5<sup>th</sup>).

Ms. Julie Eggleston hosted annual RPTH Professional Development Conference,

Dr. Maureen Bezold and alumni Bethanie Albrecht hosted a full day training in March 2024 for

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the Medical Reserve Corps of Illinois.

*c. Outreach and significant service*

Dr. Julie Brines is serving as the Vice President of UPI and served on the Negotiating Executive Committee.

Dr. Tracy Davis is serving on both the University Diversity Council and the Anti-Racism Task Force.

Dr. Leslie O’Ryan had her CN 521 Standards of Management and Care class partner with local agencies to submit grants for funding as a way to teach them about grant writing. The students have partnered with their agencies and are now completing grants for funding.

In preparation for our Annual Interview Day February 16th, CNED hosted a Virtual Open House on January 24, 2024. This event connected prospective students with faculty to learn about graduate school opportunities in Clinical Mental Health Counseling and School Counseling.

Dr. Haley Wikoff is the co-chair of the Ethics Committee for the American School Counselor Association, and has been asked to lead a training for the Newark, NJ Board of Education on Tuesday, March 5th.

LGBTQ+ Clinic – On QC Campus: Dr. Haley Wikoff, Director. Spring 2024 Clinical Mental Health Internship II students now have an option to work with the LGBTQ+ clients as part of their clinical placement and provide Letters of Support for those transitioning, or those seeking hormones, or top and/or bottom surgery. Students receive supervision from Dr. Haley Wikoff, director of the LGBTQ+ Lab. This is a unique opportunity for counseling students to provide a much-needed service to this population.

Dr. Leslie O’Ryan organized the 2<sup>nd</sup> Annual Symposium in partnership with Quad Cities Wild Ones for Plants, Paths and Pizza to support her research on ecocounseling, paving a path toward finding healing and equity in a healthy environment.

*d. Research (books, articles, conference presentations, other)*

Dr. Brines supported and presented with students at our two international conferences this spring: American College Personnel Association in Chicago and National Association of Student Personnel Administrators in Seattle. Session was titled: “See Me: Supporting the success and belonging of international graduate students”.

Brines, J. (2024). Expectations of First-Generation Students and Continuing-Generation Students: How Faculty Can Make a Difference. *College Teaching*, 1–9.

<https://doi.org/10.1080/87567555.2024.2327076>

Drs. Alexander-Albritton, Brinser, McLean and Wikoff all attended and presented at the Association for Counselor Education & Supervision (ACES) national conference held in Denver, Colorado (Oct. 11-15, 2023).

Dr. Alexander-Albritton had a Book Chapter revision published in DSM-5-TR and Family Systems November 27, 2023.

Dr. Leslie O’Ryan attended and presented (along with one CNED student) at the Annual

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Conference of the European Branch of the American Counseling Association in October.

Dr. Julie Brines and graduate assistant Jessy Cheung presented at Student Affairs 101 at Eastern Illinois University in October

Dr. Davis submitted a chapter to a new book that is being published and edited by former student Dr. Dan Calhoun.

Dr. Haley Wikoff presented at the National School Counselor Leadership Conference in San Diego (Feb. 21-24).

Dr. Hannah Brinser presented at the ACES conference.

Piper, T., Weiman, M., Narvaez, M., & Piper, W. (2023). The Effects of Elastic Band Assistance During Pull-ups. *The Journal of Australian Strength and Conditioning*, 31(3), 13-21.

Plos, J.M., Polubinsky, R.L., Narvaez, M., & Flaherty, N.M. (2023). Helmet Fitting: One Size Does NOT Fit All!. *Strategies*, 36(4), 8-21, DOI: 10.1080/08924562.2023.2221705

Park, J. (2024). Understanding the discourse on sport and sustainability: Critical discourse analysis of sport and sustainability podcasts. ASMA (Applied Sport Management Association) Conference.

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.

Wang, B. (2023). Use teaching personal and social responsibility model to facilitate social emotional learning. Lecture presented at the 2023 IAHPERD State Convention, Chicago, IL (November 30, 2023)

Wang, B. (2023). Fostering Competent, Literate, and Enthusiastic Sportspersons Through Meaningful Sport Education. Lecture presented at the 2023 WIU Physical Education Professional Conference, Macomb, IL (October 13, 2023)

Park, J., Williams, A., & Park, J. Y. (2023). Understanding sources of support for career development: Lived experiences of NCAA Division I female intercollegiate athletes in higher education. *International Journal of Sport Management*, 24(2), 115-140.

Park, J., Gang, A. C., Lee, J., Park, J. Y., & Jo, E. (June 2023). Exploring Sources of Support and Challenges for Career Transition: A Qualitative Study of Female Professional Athletes. Oral Presentation: The North American Society for Sport Management, Montreal, CA.

Gang, A. C., Park, J., Lee, J., Park, J. H., Jo, E., & Park, J. Y. (June 2023). Understanding the Field of Female Elite Soccer Players: An Analysis of Elite-based Sport System through Bourdieu's Theory on Field. Poster Presentation: The North American Society for Sport Management, Montreal, CA.

Narvaez, M. 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 (NASSS) Annual Conference. November 9-12, Las Vegas, Nevada.

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Narvaez, M. Uso de Kinovea para el análisis de movimiento”. XXX Congreso Internacional FOD “Educación física, Deporte y Ciencias Aplicadas”, October 5-7, Monterrey, Nuevo León, Universidad Autónoma de Nuevo León.

Sarra, J., & Croft, C. (2023). Power 5 Conferences and Issues of Power in Sports Governance: An Examination of NCAA Governance Challenges. North American Society for the Sociology of Sport (NASSS). New Orleans, LA. November 4, 2023

McLean, D. J., & Wells, M. S. (2025). Philosophy and leisure. In Tapps, T. & Wells, M. S. (Eds.), Introduction to recreation and leisure (4th ed., pp. 45-66). Human Kinetics.

Owens, M. American Camp Association: 2 national presentations disseminating research on college student employment trends for summer seasonal work.

Owens, M. Illinois Park & Recreation: 1 state conference professional presentation focused on evaluation and survey design.

Fleming, E., Porter, R., McIlvaine-Newsad, H., Lukkarinen, M., & Doh, M. (March 2024). Where's the happy medium? Evaluating the impacts of tourism development on cultural and natural resources in west central, coastal Florida. Southeast Environment and Recreation Research Conference, Helen, GA.

Jeremy Robinette had a book chapter accepted for publication in *Understanding Leisure in the Ever-Changing World: Power, Privileges, and Promises* (1st Edition)

Schafer, J., Ekici, N., Young, D., Maldonado, K., and Karlins., M. (2023). Verbal Indicators of Deception. *Journal of Forensic Science and Criminal Investigation*; 17(1) : 555952. DOI: 10.19080/JFSCI.2023.17.555952 009

Bitner, C., Ekici, N. Daugherty, G. and Walton, P. (2023). Work climate and its relationship with officer performance. *International Conference on Social and Education Sciences conference proceedings. Vol. 1. Pp. 496-514*

Akdogan, H., Sozer, M.A., Ekici, N., Gultekin, S. and Cakar, B. (2024). The Path from Procedural Justice and Police Legitimacy to Compliance and Cooperation in the Context of Terrorism in Multiculturally Diverse Populations. *European Journal of Criminal Policy and Research* <https://doi.org/10.1007/s10610-024-09574-0>

Sergevnin, F., Zhandykeyeva, A. (December 7, 2023) “The rise of domestic violent extremism in the United States and the involvement of American police officers in illegal activities.” At: “Strategic directions for combating crime at the national and transnational levels: a collection of scientific papers based on the materials of the international scientific and practical conference” (October 27, 2023, Yugra State University: Khanty-Mansiysk). Six editions. [Electronic resource] / Scientific. editors V. A. Avdeeva, S. V. Rozenko. - Khanty-Mansiysk, 2023, pp. 18-32.

Sergevnin, V., Jurkanin, T. (2023) Searching for New Staffing Strategies in the Context of the National Recruitment Crisis for the American Police. At: Personnel Training for Law Enforcement Agencies: Practice, Problems and Their Solutions. Materials of the All-Russian

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Scientific and Practical Conference with international participation. Russian Academy of National Economy and Public Administration, Vladimir. 2023. pp. 87-97.

Alexander, D. and Cingolu, H. (2023). Family Terror Networks 2.0: January 6, *Domestic Preparedness Journal*, 19 (7). Pp. 38-51.

Sergevnin, A., Shulman, W. (2023) The Institute of Plea Bargaining in the US Criminal Justice System. In: "Increasing the effectiveness of regional socio-economic and financial policies in the context of external challenges." Conference proceedings of the XVI Interregional Scientific and Practical Conference on Problems of Regional Economics (Gutman Readings). Edited by. ed. A. E. Illarionov. – Vladimir: Russian Academy of National Economy and Public Administration, Vladimir branch of RANEPА, 2023, pp. 192-220.

Bitner, C.; Daugherty, G.; Ekici, N.; Walton, P. (2023). WORK-CLIMATE AND ITS RELATIONSHIP WITH OFFICER PERFORMANCE. *International Conference on Humanities, Social and Education Science (Conference Manuscript Publication)*. Published, December, 2023, Pp. 496-514.

Sergevnin, V. (March 12, 2024) «Critical Issues in the Use of Artificial Intelligence by American Law Enforcement». At the international scientific and practical conference «Criminal threats of modernity and strategies of anti-criminal security of the individual, society, state» (14-th annual Kairzhanov readings). Kazakhstan State University named after Al-Farabi. Almaty, Republic of Kazakhstan.

Allwardt, D. & Perone, K (October 2023). "Exploring Intersections of Environmental Justice, Racism, and Policy in Social Work Practicum." Council on Social Work Education Annual Conference, Atlanta, GA.

Akinyemi O, Ogundare T, Oladunjoye AF, Nasef KE, Lipscombe C, Akinbote JA, 7 Bezold, M. (2023) Factors associated with suicide/self-inflicted injuries among women aged 18–65 years in the United States: A 13-year retrospective analysis of the National Inpatient Sample database. PLoS ONE 18(10): e0287141. <https://doi.org/10.1371/journal.pone.0287141>

Allwardt, D. "Reintroducing the Oral Exam: Finding Out What Your Students Really Know in the Age of ChatGPT" accepted for publication in the journal *Currents in Teaching and Learning*.

Dr. Kristin Wiseley presented "Parents as partners in special education placement and programming decisions" at the Critical Questions in Education Conference in Chicago, IL in November 2023.

Dr. Pam Rockwood and Monica Rouse presented a paper at "A Call to Action: Imagining a Hard Reset in Educational Leadership., UCEA 37th Annual Convention, Minneapolis, Minnesota November 2023.

Dr. Melissa Stinnett presented a paper at the Association of Literacy Educators and Researchers (ALER) Conference in Santa Fe, NM, in November 2023.

Dr. Jim LaPrad co-facilitated Leading Rural: Is Anybody Listening? at the National Forum to Advance Rural Education in Chattanooga Tennessee in November 2023.

Dr. José Pavez, presenting at National Association for Research in Science Teaching 2024, March 17-20 in Denver CO.



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Dr. Abha Singh, presenting at National Association for Research in Science Teaching 2024, March 17-20 in Denver CO.

Dr. Rashmi Sharma served as program chair for the 2023 Midwest Educational Research Association annual conference.

### **13. Grant activities and external funding**

Center for Best Practices in Early Childhood Education:

- CIT Grant: \$25,000
- PLA Grant: \$12,000
- Moline Foundation: \$6500
- LADDERS: \$217,000
- Parent Mentor: \$737,399.00
- STAR NET: 978,00 (plus a mid-year 10,000 bump for pay equity)
- Provider Connections: \$421,000

Law Enforcement & Justice Administration:

- 024-2026 continuing the facilitation of the \$2 million provided by Senator Durbin through IEMA-HS for renovation of the EOC in Currens Hall library. Contractors should break ground by fall 2024 as the engineers are completing their plans in alliance with the SHIPO standards.
- 2/10/2024 the Director submitted an application for HSAC EM Committee Funding for over \$300,000 to IEMA-HC. Grant accepted and passed through the initial review process.
- Senator Duckworth submitted LEJA's request of \$2,511,000 for the Board of Trustees of Western Illinois University's Emergency Operations Center to Senate Appropriations. Senator Duckworth is committed to including our project in the final version of the federal budget request.
- On March 26, 2024, the Director will submit two additional requests for Congressionally Directed Funding Projects, one to Senator Durbin and one to Senator Duckworth requesting the remainder of the funding needed to complete the EOC project renovations to the Curren's facility. The total project is estimated to cost approximately \$5.2 million give or take for market increases. We have currently received \$2 million, been promised \$1.51 million pending Congress' approval, and will be seeking approximately \$1.7 million new dollars.
- Partnering with Advanced Medical Transport to receive a gift in kind of a functioning ambulance and a stretcher. Process ongoing.

School of Education:

- Grow Your Own Teachers Planning Grant: \$20,000
- Master of Arts in Teaching Residency Grant: \$150,000
- Illinois State Board of Education Career & Technical Education Grant: \$250,000
- Early Childhood Access Consortium for Equity: \$1,000,000

### **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

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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 RPTH 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. RPTH – Certified Interpretive Guide, Certified Park and Recreation Professional, Certified Therapeutic Recreation Specialist, ServSafe Manager, ServSafe Food Handler, and ServSafe Alcohol.
- 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.

## 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*

The correlation between involvement in a departmental student club and grade point average, persistence, and graduation rates is significant. However, student involvement levels in clubs and activities came to a near halt during the pandemic and WIU is not exempt from the continuing national struggle to re-engage students. Our goal in COEHS this year was to aid in the recovery of the departmental student clubs as a means of supporting student success.

Our strategy for helping departmental student clubs included co-hosting events. Highlighting the clubs in bi-weekly newsletters, helping with their membership drive, and sharing the responsibility of re-engagement with the club officers meant that we were continuously building relationships with the club officers, conducting formative assessments, and creating community within the College,

We dedicated significant time and energy to the departmental student club re-engagement goal with student success at the center of our work. Following is a list of clubs we partnered with and the number of events we co-hosted with them for a total of 27 events.

- Minorities in Blue (2)
- Social Work Diversity Council (1)
- Social Work Student Association (1)
- Phi Alpha Honor Society (Social Work) (1)
- Aspiring Educators (2)
- Council for Exceptional Children (2)
- Physical Education Majors (1)
- Exercise Science Student Association (2)

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- Omega Gamma Phi (Fire Fraternity) (1)
- Environmental Service Club (1)
- Creative Lounge (RPTH) (12)
- Education Living Learning Community (1)

Additionally, student leaders came to us for assistance with t-shirt designs, button designs and making, fundraising ideas, event materials, and other resources. This is a strong indicator that our initiative with the student clubs is gaining momentum and finding success.

Below is a list of the active and aspiring to be active student clubs.

<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
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
Environmental Service Club	RPTA	UG	Macomb
Social Work Student Association	Social Work	UG	Macomb
Phi Alpha Honor Society	Social Work	UG	Macomb
Kappa Delta Pi - International Honors Society in Education	SOE	G	Macomb

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America Reads	SOE	UG	Macomb
Aspiring Educators	SOE	UG	Macomb
Council for Exceptional Children	SOE	UG	Macomb
Western Rocketry	SOE	UG & Graduate	Macomb
Chi Sigma Iota (CSI) Xi Chapter	Counselor Ed	G	QC
WIU QC Counseling Association	Counselor Ed	G	QC

In addition to our efforts with departmental student clubs, we continue to host the ever-popular #SnacksOnUs soda bar. These events give us an opportunity to connect with students on academic success topics such as goal setting, academic resources, self-efficacy, departmental student club engagement, self-care, etc. And, the students are not shy about directly reaching out to us to request a soda bar when they are stressed or anxious citing that the event will help the situation. We shared this tradition with Leatherneck Liftoff (summer bridge program) participants in July 2023 by hosting a study session and soda bar event.\*

Another way in which we are creating a culture of academic success is through our student lounges and success centers. There are seven distinct places within COEHS for students to study, work on group projects, pick up a cup of coffee, gather with classmates before and after classes, access to office supplies, eat lunch, etc. including Knoblauch Hall (1), Brophy Hall (3), Stipes Hall (1), Horrabin Hall (2). These places continue to gain in popularity and are a hub of activity within the buildings. The Horrabin Hall options are open well into the evenings and weekends – anytime the building is open.

\* COEHS faculty and staff hosted three events in July-August 2023 for Leatherneck Liftoff (summer bridge program) - Horn Field team building, study session with soda bar, and cooking in the Knoblauch Hall demonstration kitchens.

## 16. Alumni highlights

*List notable highlights from College alumni.*

College Student Personnel & Counselor Education:

- Dr. Rachel Aho (CSP alum) is the new President of ACPA: College Student Educators, International.
- Ron Pettigrew, CSP Alum and current Organizational Justice, Equity & Inclusion doctoral student just retired last Saturday from 40 years of US Navy service. He retired as a Chaplain and Captain, and will continue to serve as the Veterans Resource Center Director at WIU. WIU COEHS was well represented at the event.
- Dr. Mona Hicks, Senior Associate Vice Provost and Dean of Students at Stanford University
- Dr. Regina Hyatt Young, VP for Student Affairs at Mississippi State University now serves on the National Association of Student Personnel Administrators Board of Directors.
- Dr. Z Nicolazzo became the sixth Executive Editor for About Campus.
- Dr. Leslie Webb, Vice Provost for Campus Life University of Montana, became the latest WIU CSP alum to be awarded the National Association of Student Personnel Administrators Pillar of the Profession.

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- Dr. Kathy Cavins-Tull, Vice Chancellor for Student Affairs at Texas Christian University, received the Association of Fraternity and Sorority Advisors Dr. Kent L. Gardner Award.
- Dr. Gayle Spencer became the 11th President of the Council for the Advancement of Standards in Higher Education (CAS).
- Dr. Lorraine Acker became the Vice President for Student Affairs at SUNY Brockport.
- Caryl Stern became the Chief Impact Officer for LionTree after serving for 3 years as the Executive Director of the Walton Foundation and 12 years as President and CEO of UNICEF.
- The following CSP Alums are in doctoral programs:
  - Emily Bahr (Central Michigan University)
  - Kiana Asada (Miami University)
  - Jodi Hall (Northern Illinois University)
  - Sage Robles (Northern Illinois University)
  - Parker Smith (University of Minnesota)
  - Jennifer Brown (University of Missouri)
  - Brent Ploughe (DePaul University)
  - Shannon Floer (University of Saskatchewan)
  - Priscilla Ofei-Manu (Ohio State University)
  - Alicia Guzman-Riley (Northern Illinois University)
  - Anyssa Hining (Penn State University)
  - Shiori Silver (University of Illinois Urbana Champaign)
  - Jessica Strong (University of Illinois Urbana Champaign)
  - Alex Berry (Illinois State University)
  - Christopher Stone-Sewalish (Michigan State University)
  - Amanda Cashman (St. Thomas University)

CNED Alumni:

- Stephanie Reagan (2012 grad) - helped West High School to become a Special Olympics National Banner School for the Falcon Friends Club that has a unified sports program.
- Matthew Martenson - First owner and Licensed Mental Health Counselor at QC Counselor, PLC
- Autumn Gonzalez, Behavioral Health Clinical Manager at The Project of the Quad Cities
- Julie Churchill - 2023 ISCA School Counselor of the Year Nominee
- Telly Papanikolaou - CEO Alternatives for Older Adults
- Nicole Cisne - CEO Family Resources
- Chase Norris - Executive Director of Clock, Inc.
- Audrey Adamson - Executive Director of Career Center and Executive Director of Outreach and QC Operations
- Brittany Litteral, Program Director of Every Child Safe from the Start
- Dr. Bill Ivarone, Director of Counseling Services at Augustana College
- Janell McGruder, Founder of McGruder Wellness Initiative
- Megan McGruder, Director of Counseling Services at Knox College

Health Sciences & Social Work:

- The Social Work faculty met with the Social Work Advisory Board twice (once each

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- semester) to provide updates on the program as well as seek advice on skills and/or experiences important for current social workers in the field.
- Mohamad Javad Namazi has just accepted a position as a researcher in radiation oncology at the Mayo Clinic in Rochester Minnesota.
  - Dr. Oluwasegun Akinyemi (MSHS) and colleagues' work on suicide, socioeconomic class, and race was recognized by MSNBC.
  - Dr. Oluwasola Stephen Ayosanmi (MSHS) spoke at the Department of Health Sciences and Social Work Journal Club meeting in April 2024.
  - Precious Diaz (MPH) spoke at the Department of Health Sciences and Social Work Journal Club meeting in March 2024.
  - Social Work alumni were surveyed and asked if they would be interested in speaking to classes, serving on panels, and/or serving as mentors to current students. Many of the SW alumni expressed willingness to serve in these ways. Several alumni are speaking to the Introduction to the SW classes. Additionally, several alumni have been paired with students for mentoring.
  - Six SW alumni serve on the BSW Program Advisor Board.
  - Dr. Maureen Bezold and alum Ms. Bethanie Albrecht hosted a full day training for the Medical Reserve Corps of Illinois.

Law Enforcement & Justice Administration:

- Several of our distinguished alumni are now serving on our Advisory Council.
- We regularly host the alumni that attend our career fairs in the fall and spring for an evening to meet and greet.
- Director Myers met with Nathan, Tim, and Lorraine Casey, relatives of our distinguished alumni Special Agent David R. Nardella. S.A. Nardella worked for a number of governmental agencies including the U.S. Department of Commerce, Bureau of Industry and Security-Office of Export Enforcement. His career was distinguished and remarkable. He holds the distinction and undaunted honor upon his passing of having the Government fly a flag over the Capitol, a flag over the Pentagon, and renaming the Special Agent of the Year Award in his honor. We discussed not only his great accomplishments, but the potential of having another family member join our program.
- Additionally, the Director and security professors Stinson and Schweitzer met with Gary Johnson, an alumnus who worked for several decades as a leader in loss prevention. Through his connections, The School is now working with Caroline Kochman, President of the Loss Prevention Foundation on upgrading our security classes to meet the new standards in the field. He also joined the distinguished members of our LEJA Advisory Board and provided additional contacts and suggestion in that capacity.
- Kevin Larsen (class of 1993) was featured in the news after working in Asset Protection with the Kroger Corporation for 12 years. He currently holds the position of the Sr. Manager of Product Protection. Both he and his wife have been very active in their community, notably with the Columbus Zoo and Aquarium and Pelotonia.
- The Executive Director of the Advanced Law Enforcement Rapid Response Training (ALERRT.org) Center and a Professor of Criminal Justice and Criminology at Texas State University (TXST.edu).is one of our alumni of the LEJA program for both his bachelor's and master's degrees. We are working on having him present to our students while he attends an anniversary event at WIU on the last weekend of April



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(26<sup>th</sup> to the 28<sup>th</sup>). His expertise is outstanding but he will be speaking to our students about active shooter responses in general and the Uvalde experience in particular.

Recreation, Park, Tourism & Hospitality:

- IPRA Alumni and Friends Social.
- RPTA Professional Development Conference.
- Chair newsletters and quarterly updates.
- Birthday Greetings.
- Advisory Board.

**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. Haley Wikoff was named the 2023 Toni Tollerud Illinois School Counselor Educator of the Year by the Illinois School Counselor Association, which was presented at the November 2023 conference in Tinley Park, IL.
- Dr. Tracy Davis was awarded the 2023 Provost Award for Multicultural Teaching.
- Dr. Minsun Doh was awarded the 2023 Provost Award for Excellence in University & Community Service.
- Dr. Hollie Mason was awarded the 2024 COEHS Award for Excellence in University & Community Service.
- Dr. Haley Wikoff was awarded the 2024 COEHS Award for Excellence in Multicultural Teaching.
- Megan Owens received the American Camp Association, Illinois "Visitor of the Year" award.
- Jeremy Robinette was named as one of the Top 40 Veteran Champions Of The Year in Higher Education by G.I. Jobs magazine
- Jeremy Robinette received the Clyde Cronkhite award for his significant and continuous contribution to community members' quality of life from the McDonough County Quality Of Life Committee.
- Jill Myers was awarded the 2024 Adjunct Professor of the Year award at Spoon River College for her role in teaching and promoting criminal justice, legal, and cyber investigative education and careers.

The highlights of our local and regional departmental investments continue below.

- 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 & RPTH)
- Emergency Operation Center (EOC) hosted training for area officials

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- Food Pantry continued to be a valuable resource for students this year (Dietetics & Nutrition)
- Camp Rocky for area youth (RPTH)
- America Reads (School of Education)
- American Drug Free Powerlifting Federation Single Event Nationals (Exercise Science)
- Western Area Career System courses taught by Jill Cassady (RPTH)
- Foos for Families (RPTH)
- Horn Field has hosted over 100 groups (RPTA)
- WIU Regional Science Olympiad (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, chairs, and directors presented at area and regional schools, state boards, professional associations, training sessions.
- Dickens on the Square (RPTH)
- 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)
- 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
- Plant, Paths & Pizza - tour of the native plant garden at WIU-QC campus and learn about local initiatives and efforts to create sustainable environments (Counselor Education)
- Education Summit (SOE)
- Future Teacher Day (Teacher Education Office)

## **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.

At the same time, the College of Education and Human Services has had a rather tumultuous year. Much of that is connected to the broader financial context of the university. We embarked on a year-long reorganization process meant to create more efficiency, program synergies, and cost savings. The process was wholly inclusive and has resulted in a plan that we hope to finalize in the next several days. Additionally, we have had two of our academic units tabbed for removal from the college, per the Provost, as of July 1, 2024: The School of Law Enforcement and Justice Administration will move to

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being a direct report to the Provost Office and the Department of Military Science will move to being a direct report to the President.

We look to continue moving forward with a positive mindset even in these difficult times for higher education generally, and Western Illinois University, particularly.

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## **The 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.

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**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.*

The creation of the School of Communication and Media will allow for greater synergies and opportunities for recruitment, student retention, degree opportunities and a focus at expanding programs under one umbrella. The newly proposed Public Relations degree (awaiting IBHE final approval) is just one way the combinations of BCJ and COMM will be a driver for growth.

Arts Leadership degree. The Department of Theatre and Dance is in the final stages of establishing a degree option within the Master of Fine Arts (MFA) program. This 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.

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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 admission and the rest of the university, all areas within the college can benefit from this new exposure, as well as the university as a whole. We are proud to be leaders in the effort to remind everyone that this university is growing.

Expansion of the Music Business Degree in the School of Music to include a non-performance option BA in Music Business.

### **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.

While we have one new amazing facility working toward completion, the need for facility and equipment upgrades looms large. 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.

Most importantly what holds each and everyone of us back at Western Illinois University is communication and collaboration. We are a college where collaboration is a necessity for excellence. We have our faults to be certain and of course our own issues in the communications realm. However, we all continually have to justify our existence internally. Each and every time there is an administrative change we relive, much like the movie Groundhog's Day, the same series of events, justifying our programs and mission. In the twelve years I have been at WIU, we have had four Presidents, eight Provosts, seven vice presidents for Finance and Administration, three vice presidents for the Foundation and six vice presidents for student affairs/success. In addition to two boards of trustees compounded by resignations and replacements. Add to this two APER reviews and living under the constant cudule of layoffs and cuts and this uncertainty day-in and day-out, creates distrust and silos each of us, as we are in a real fight for our lives within our own institution. This lack of stability disrupts any forward momentum as we constantly fight for resources and support. Real dialogue across the institution would work to create buy-in and community and help in creating solutions that engage all parties across campus.

We have so much talent across all areas of the university that goes untapped. The university needs to instill real, direct and authentic routes for communication. Engage deans and chairs and bring faculty and staff into the conversations about our futures and the health of our institutions and our way of life.

### **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*



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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

2019	96
2020	116
2021	81
2022	113
2023	101

New Transfers

2019	79
2020	58
2021	55
2022	50
2023	36

New Graduate\*

2019	50
2020	77
2021	56
2022	49
2023	63

\*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
2019	664	133	797
2020	657	153	810
2021	569	154	723
2022	543	146	689 (including 14 second majors)
2023	506	131	651 (including 14 second majors)

b. 6 years of headcount enrollment by race/ethnicity, gender, and country of origin

\*\*DATA UNAVAILABLE IN FACT BOOK FOR 2023

**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	

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<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>												
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	FY2019	FY2020	FY2021	FY2022	FY2023
<b>FINE ARTS &amp; COMMUNICATION</b>	<b>28,882</b>	<b>27,361</b>	<b>25,368</b>	<b>24,933</b>	<b>24,407</b>
Art & Design	3,812	3,430	3,380	3,499	3,502
Broadcasting & Journalism	2,893	2,527	2,461	2,017	1,613
Communication	8,379	8,011	7,991	7,366	7,268
Museum Studies	499	448	462	356	299
School of Music	5,909	5,770	6,412	6,503	6,555
Speech Pathology & Audiology	2,035	2,121	2,285	2,094	2,120
Theatre & Dance	3,474	3,331	2,814	3,098	3,050

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- 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.

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 2023: 110 UG, 67 Grad

b. Total number of degrees conferred per department and/or program

Undergraduate	
Art & Design	16
Broadcasting & Journalism	18
Communication	36
Music	18
Speech Path & Aud	9
Theatre & Dance	13

Graduate	
Communication	13
Museum Studies	10

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Music	22
Speech Pathology	14
Theatre	8

## **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

## **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

## **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*

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 player 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 when and 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. The Reverend Dr. C.T.Vivian program needs full support and must be carried forth in an effort to ensure the classroom meets the needs of today's students.

In terms of retention, the deans are actively committed to illustrate support through attendance at numerous departmental events and meeting individually with faculty.

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We are in progress identifying funds for the staffing and hiring needs for the Center for Performing Arts. Given no funding, we have been juggling budgets to accomplish meeting the base needs for operations of the center when the building opens in 2025.

## **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. 161 total general education courses (77/71/13) FS23/SP24/SUM23
  - b. In 2023-2024 COFAC offered 10 FYE courses
  - c. 1,367 (599/620/148) total number of major courses (grad and undergrad)
  - d. 139 (38/56/45) total number of independent study, internship, and other courses
  - e. 255 (109/115/31) total number of graduate courses
  - f. 828 (406/407/15) number of courses offered through Macomb campus
  - g. 27 (13/14/0) number of courses offered through QC campus
  - h. 101 (33/28/73) 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)*

Changes to The BCJ offerings  
Creation of the School of Communication and Media  
Theatre and Dance, MFA option in Arts Leadership

Future Possibilities include certificates in:

Playwriting  
Piano  
Music Business  
Communication sub fields  
Art Studio  
ASL

## **11. Eliminated academic programs**

*List eliminated majors, minors, other*

Prior curriculum review across the college eliminated courses for minor offerings that were distinct minor only courses. All minor options offered are based on major course offerings. No additional classes are needed.

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## **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**

Susan Czechowski

Secretary for the Board of the Southern Graphic Council International: Co-organizer Verified by Proof SGCI 2024 Annual Conference.

Prints, Keefe Gallery, Buchanan Center for the Arts, Monmouth, IL 2024

Dollar General, AS 220 Galleries, Providence, RI 2024

36th Annual McNeese Works on Paper, Shearman Fine Annex, Lake Charles, LA 2023

Print Austin, Blue Genie Art Bazaar, Austin, TX 2023

Keith Holz

“Obituary: Otto Karl Werckmeister (1934-2023).” *Texte zur Kunst* (Berlin), no. 131, September 2023, 251-253.

Jenny Knavel

The Floating World, Joe McCauley Gallery, Heartland Community College, Normal, Illinois.

2023 Juried Exhibition

Flora, Steinhauer Trust Gallery, University of Wisconsin Madison Arboretum, 2023 Solo Exhibition.

In Progress - Photography commission for SMILES (Special Methods In Learning Equine Skills).

Sherry Lindquist:

New book: *The Book of Hours and the Body: Somaesthetics, Posthumanism, and the Uncanny* (Routledge, 2024)

<https://www.routledge.com/The-Book-of-Hours-and-the-Body-Somaesthetics-Posthumanism-and-the-Uncanny/Lindquist/p/book/9780367504526>

Chapter forthcoming: “Curating Monsters: Grappling with Medieval and Modern Otherness in the Gallery,” with Asa Mittman. *Curating the Global Middle Ages*, ed. Gerhard Lutz and Lloyd DeBeer, ICMA Viewpoints series with Penn State University Press.

Upcoming Key note:

2024 “Gender, Posthumanism, and the Hours of Mary of Burgundy,” Keynote lecture for the Society of the Study of Early Modern Women and Gender, at the Renaissance Society of America meeting, Chicago, IL

Recent Keynote:

2023 “Hieronymus Bosch’s Nudes,” keynote lecture for the Feminist Art History Conference, American University, Washington DC

Recent Conference papers:

2023 “Reading in Stone: What Are Books Doing in Burgundian Sculpture of the 15th Century?” *Burgundian Sculpture of the 15th c.* (December 11-13).

2023 “Accessories of Sin: Demonic Fashion in Boschian Hellscape,” 58th International Congress on Medieval Studies, Kalamazoo, MI. Session:

“Dress and Textiles II: Embellishment and Decoration,” organized by DISTAFF.

Upcoming Conference papers:

2024 “Post-, Trans-, Anti-, and Meta-Humanisms (Books of Hours).” 59th International Congress on Medieval Studies, Kalamazoo, MI. Session:

“Medieval Art History Tomorrow —A Whiteboard Session.”

2024 “Gender and the Commendation of Souls,” Harlaxton Medieval Symposium, Harlaxton College, Lincolnshire.



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Recent Conference session organized:

“Demons and Death in Medieval and Renaissance Manuscripts,” 48th Annual St. Louis Conference on Manuscript Studies (June, 2023).

Board of Directors: International Center for Medieval Art

Editorial Board: Visualizing the Middle Ages series. Brill.

Publications in progress:

Book: Hieronymus Bosch's Creatures (contract with Abbeville Press)

Chapter: Books, Bodies, and anti-Jewish implications on the Well of Moses by Claus Sluter” (for the Proceedings of the Burgundian Sculpture of the 15th c)

Chapter: Gender and the Commendation of Souls in Fifteenth-Century English Manuscripts.” (for the Proceedings of the Harlaxton Conference)

Article: Jean Gerson and Art: The Limitations of Images;

Article: “Saints, Sovereigns and Severed Heads: A New Reading of the Martyrdom of St. Denis by Jean Malouel and Henri Bellechose”;

Damon McArthur

“Guru,” cartoon. The Wall Street Journal. New York, NY. (Sept. 2023) (52)

“Taste Profile,” cartoon. The Wall Street Journal. New York, NY. (May 2023) (52)

Duke Oursler

Commission - designed glassware for the Modelo Especial for 3 cities in the state of Ohio: Columbus, Cincinnati, and Cleveland.

Nancy Shahani

Holt Renfrew Holiday 2023 Retail Catalogue, Holt, Renfrew & Co., Limited, 2023 Catalogue, Toronto, Canada.

Ian Shelly

DelectABLE - The Fine Art of Dining: Sixth Biennial National Functional Ceramics Exhibition, National Juried Exhibition, Art Students League of Denver, Denver, Colorado, 2023

Shapes of Influence, National Juried Exhibition, Springfield Art Association, Springfield, Illinois, 2023

Partners in Art, Regional Invitational Exhibition, Macomb Arts Center, Macomb, Illinois, 2023

Down on Paper, National Juried Exhibition, Vestige Gallery, Pittsburg, Pennsylvania, 2023

### **Broadcasting and Journalism**

Dr. Eun Go received a 2024 Summer Stipend from Western Illinois University. She will use the stipend to research the ongoing impact of public relations in broadcasting and journalism.

Dr. Pam Peters received a Provosts Travel Award to present original research at the Broadcast Education Association annual conference, which was held in October at the University of South Carolina in Columbia, S.C.

Dr. Peter Gloviczki presented research (via Zoom) about the evolving mobile, social and digital broadcasting and journalism environment to graduate students at the University of Ottawa in November.

The Department of Broadcasting and Journalism is collaborating with local organizations on a podcasting workshop, which will be held later this month in Macomb.

Broadcasting and Journalism professors Dr. Will Buss and Dr. Pam Peters regularly appear on Tri States Public Radio's “Shop Talk.” The pair participate in a dialogue with TSPR News Director Rich Egger.

### **Communication**

Department of Communication faculty published nine articles/books over the past year, made ten presentations to regional and national conferences, and engaged in the delivery of an impressive 21 professional workshops.

Additionally, the following faculty/staff achievements are noteworthy:

Dr. Chris Carpenter received the COFAC Award for Excellence in Scholarly & Professional Activities in May 2023.

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Dr. Josh Averbeck received the COFAC Award for Excellence in University Service in May 2023.

Assistant Professor Stacey Macchi received the COFAC Award for Excellence in Teaching in May 2023.

Assistant Professor Stacey Macchi conducted a LinkedIn workshop for McDonough County CEO students.

Academic Advisor Jennifer Grimm received the COAA Advisor of the Month Award for both May 2023 and October 2023.

Department of Communication, Western Illinois University graduate and current doctoral student at Temple University Simu Dey and Professor Josh Averbeck authored a chapter in a new book on mobile communication in Asian society and culture entitled “Facebook-Based Mental Health Discourse in Bangladesh: Self-Disclosure, Social Support, and Consultation.”

Dr. Chris Carpenter delivered the annual Thompson Lecture with his presentation on “When sharing memes backfires: The role of social media memes in increasing polarization.”

Dr. Josh Averbeck received two Top Paper Awards from the Communication Theory and Argumentation Interest Groups of the Central States Communication Association.

Instructor David Zanolla was selected as the Distinguished Alumni Keynote Speaker for WIU's Undergraduate Research Day.

### **School of Music**

Dr. Brian Winnie, Director of Choral Studies, conducted a performance of the WIU University Singers at the Midwestern American Choral Directors Association Conference in Omaha, NE.

Dr. Kenny Lee, Director of Orchestral Studies, conducted the Illinois All-State Orchestra at the Illinois Music Education Conference and performed with the Czech Chamber Philharmonic Orchestra in the Czech Republic.

Dr. Jason Hawkins, Assistant Director of the School of Music, adjudicated choirs at the San Francisco Heritage Festival in California.

Dr. James Romig, Professor of Theory and Composition, had works performed at the Prague Quiet Music Festival in the Czech Republic and at the Bowling Green State University New Music Festival.

Dr. Nicholas Miguel, Assistant Professor of Voice, performed a series of concerts with True Concord Voices and Orchestra in Tucson, AZ.

Dr. Richard Cangro, Professor of Music Education, presented at the Symposium on Music Pedagogy in Montenegro, served as a guest lecturer at the University of the Philippines, and presented the Distinguished University Professor Lecture.

Dr. Brian Locke, Professor of Musicology, presented at the American Musicological Society National Meeting in Denver, Colorado.

Dr. Natalie Landowski, Assistant Professor of Piano, presented a lecture recital at the College Music Society's Southwest Chapter Conference at the University of the Pacific in Stockton, CA.

Dr. Alfonzo Cooper, Jr., Assistant Professor of Voice, and Prof. Linda Andrews, Instructor of Organ, presented a recital at the First Presbyterian Church featuring the world premiere of a commissioned work in honor of civil rights leader C. T. Vivian at which the composer and two of Vivian's children were in attendance.

Dr. Kevin Nichols, Associate Professor of Percussion, led a performance with the WIU Percussion Ensemble at the Illinois Music Education Conference in Peoria, IL.

Dr. Nicole Gillotti, Assistant Professor of Trumpet, released a solo album titled “Many Faces” featuring commissioned works for trumpet and piano.

Dr. Jett Walker, Assistant Professor of Trombone, performed at the 2024 International Trombone Festival at Texas Christian University.

Dr. Elisabeth Marshall, Assistant Professor of Voice, performed with the Handel and Haydn Society Chorus and the New York Philharmonic in Handel's Messiah in New York City.

Dr. Gina Yi, Assistant Professor of Music Education, presented at the Illinois Music Education Conference in Peoria, IL.

Dr. Charlie Chadwell, Assistant Professor of Saxophone, and Dr. Suyeon Ko, Assistant Professor of Flute, performed at the North American Saxophone Alliance Conference in Oklahoma.

### **Speech Pathology and Audiology**

Dr. Julie Cox will be granted tenure in July

Dr. Cox and Dr. Martin have published two articles

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Dr. Cox, Dr. Silberer, and Haleigh Ruebush presented at National Conference (ASHA)  
Nicole Pierson is officially ABD in her doctorate program- expected to finish Spring 2025  
Nicole Pierson, Angi Martin, and Julie Curless have been trained to give the ADOS which is part of the comprehensive evaluations that take place in the Autism Clinic. This will allow for more children to be evaluated in a timely manner.

**Theatre and Dance**

Lysa Fox – Head of Musical Theatre

January 2023 - Director - Almost, Maine / Grandstreet Theatre, (Helena MT)

June 2023 - Director / Choreographer - The Prom / Tent Theatre (Springfield, MO)

Active panel member of the Illinois Articulation Initiative Theatre Arts Panel

KC/ACTF Musical Theatre Intensive Coordinator - Festival 54 / Virtual

KC/ACTF Production Respondent

Steel Magnolias - Culver-Stockton College - in Region V

You're A Good Man, Charlie Brown - Lewis University

The Dining Room - Culver-Stockton College - in Region V

Consultant for John Gribas, Associate Dean for Fine Arts and Humanities, Idaho State

Hadley Kamminga-Peck – Head of Directing/Theatre History

Director/Playwright - UNDONE: The Lady M Project at the Savoy Theatre, produced by Local Theatre Company in Denver, CO

Director - THE GULF

Director - PUSSY RIOT

Director - THE KING STAG.

KC/ACTF Illinois State Chair.

Rebel Mickelson – Head of Costume Design

Costume Design - DIAL M FOR MURDER / Cumberland County Playhouse

Costume Design - Poets of Darkness by Donald Laney / Birke Foundation Marshal University

Costume Design - ALL SHOOK UP / Cumberland County Playhouse

Costume Design - CLUE / Creede Repertory Theatre

Costume Design - MOUNTAIN OCTOPUS / Creede Repertory Theatre

ITA eFollowspot Article - “Rediscovering Costume History”

ITA eFollowspot Article - “Study Abroad at the Prague Quadrennial”

Illinois Theatre Association Theatre Board Member – College/University Division

Carolyn Blackinton – Head of Performance

Performer - CHICAGO FIRE – Merle's Mom (TV Series).

Director – NEXT TO NORMAL

Steven House – Head of Design

Illinois Theatre Association Board of Directors

Artist - Rocky on Parade

Scenic Design - YOUNG FRANKENSTEIN - Clinton Area Showboat Theatre

Scenic Charge - YOUNG FRANKENSTEIN - Clinton Area Showboat Theatre

Scenic Design - SCHOOL OF ROCK – WIU SummerStage

Workshop Leader - Tenure Q and A with Experts - Illinois Theatre Association

Vice Chair- Graduate Council

Chair - Director of the CPA Search Committee

Member - COFAC recruitment Committee

Josh Wroblewski – Head of Lighting Design

Sound and Projections Designer - RIDE THE CYCLONE - WIU

Lighting Design - THE MOORS - Millikin University

Lighting Design - NEXT TO NORMAL - WIU

Lighting Design - LEAVING IOWA - WIU

Lighting Design - BEAUTIFUL THE CAROLE KING MUSICAL - Omaha Community

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Playhouse

Lighting Design - SCHOOL OF ROCK – WIU SummerStage

Lighting Design - THE PIANO LESSON - A Public Fit Theatre Company

Lighting Design – RENT - Omaha Community Playhouse (Nominated for Best Lighting Design Omaha Entertainment and Arts Awards)

Lighting Design - WOMAN IN MIND - WIU

Lighting Design - 36th Young Playwrights Festival - Pegasus Theatre Chicago

Workshop Presented at USITT- Spotlight Mastery: Illuminating the Art of Followspot Calling

Workshop Presented - Resume Doctors at USITT

Member - Lighting Commission for USITT

Advisor - Shades of Vision (BiPOC Student Group)

Advisor - USITT Student Chapter

Member – WIU Commencement Speaker Committee

Member – CAGAS

Adam Lewis – Head of Undergraduate Performance

Performer – VANYA AND SONIA AND MASHA AND SPIKE – Okoboji Summer Theatre

Director – BAREFOOT IN THE PARK

Director – BYOP (Bring Your Own Play)

Director – LEAVING IOWA

Performer – GUYS WITH TIES (Improv)

Performer – QCSportz (Improv)

DC Wright – Head of Movement/Stage Combat

Fight/Intimacy Director - MERRY WIVES OF WINDSOR - Festival 56 in Princeton, Illinois;

Fight/Intimacy Director - THE PLAY THAT GOES WRONG - Circa '21 Playhouse in Rock Island, Illinois;

Instructor - the Dueling Arts International Winter Workshop;

Instructor - the Central Illinois Stage Combat Workshop;

Instructor - the Central Illinois Stage Combat Teacher Trainer;

Instructor - the Dueling Arts International Stage Combat.

Dan Schmidt –

Technical Director - LAST TRAIN TO NIBROC

Technical Director - NEXT TO NORMAL

Technical Director – 1968

Technical Director - RIDE THE CYCLONE.

Technical Director – MARY POPPINS - Edgewood High School.

Sound Designer - PUSSY RIOT

Sound Designer - THE GARBOLOGISTS

Creative Co-Producer - FORGOTTONIA with Chris Vallillo.

Workshop Presenter - Broke & Bespoke - USITT

Artist - Rocky on Parade

Lisa Wipperling – Professor of Musical Theatre Voice

Member - Faculty Senate

Member - BGS Advisory Committee

Member - Ad Hoc committee for Showcase 24

Member - Search Committee for the new Instructor of MT, Piano position

Performer – WIU President's Holiday reception

Performer/Band Leader - Women's History Month at the Wine Sellers

Performer – The Jazz Combo

Performer - Bill Maakestad Combo

Performer -The Jazz Quartet for YPAS

Performer - THE DROWSY CHAPERONE - Black Hills Playhouse

Performer - 9 TO 5 - Black Hills Playhouse

Director - THE LAST TRAIN TO NIBROC

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Director - Underground Cabaret 2024  
Director - THE THEORY OF RELATIVITY - Monmouth College  
Performer - THE PROM - McCleod Summer Playhouse  
Performer - THE CURIOUS INCIDENT OF THE DOG IN THE NIGHTTIME

Donald Laney – Head of Dance

**GRANTS:**

WV Dance Company - The Forging of Tu Linh (2023) - funded through a grant from the WV Dept. of Arts, Culture and History with support from the National Endowment for the Arts.

Poets of Darkness (duet version) – created as a solo in 2023 - funded through a Birke Foundation grant from Marshall University

West Virginia Dance Company Performances - Public Concert Tour - Funded through the Benedum Foundation and WV Dept. of Arts, Culture and History with support from the National Endowment for the Arts.

Denita Inez and Ayodele Masterclasses partial funding through a PAS Grant.

**WEST VIRGINIA DANCE COMPANY PERFORMANCES**

Auto-Bio #3 – Self-examination of mental reality (2023)

Poets of Darkness (duet version) – created as a solo in 2023

10/23 – FestiFALL – Charleston, WV

11/23 – West Virginia Wesleyan College

\*1/24 – Western Illinois University – Informal Concert – I Was Almost Alright

2/24 – Greenbrier Valley Theatre – Lewisburg, WV

3/24 – Beckley Concert Series – Beckley, WV

4/24 – Shepherd University – Shepherdstown, WV

5/24 – American Dance Festival Studio Series – Durham, NC

6/24 – West Virginia Governor School for the Arts – WV Wesleyan College, WV

GUEST ARTIST - Beckley Dance Theatre School; Beckley Performing Arts

12/23 - The Nutcracker – Beckley, WV; The Greenbrier Hotel, Lewisburg, WV

**CHOREOGRAPHY**

8/23 - The Forging of Tu Linh (2023) – West Virginia Dance Company

Performed on Educational Tour – 55 schools; Public Concert Series

10/23 – Auto-Bio #3 – Self-examination of mental reality (2023)

10/23 - Halloween Dancing Pants (2000) - Beckley Performing Arts

Performed at Halloween Show – 10/23 @ Woodrow Wilson High School

10/23 - NEXT TO NORMAL – WIU

11/23 - 1968 - Devised Dance Concert – Western Illinois University – Co-director

2/24 – RIDE THE CYCLONE – WIU

3/24 – LUST LOVE LOSS – WIU; ACDA

5/24 – MY FAIR LADY – Cortland Repertory Theatre, NY

6/24 – NEWSIES – WIU Summer Stage, IL

**MASTERCLASSES/RESIDENCIES**

3/24 – North Central Region ACDA – Masterclasses (2)

6/24 – Quad City Ballet Summer Intensive – Rock Island, IL

West Virginia Governor School for the Arts – WV Wesleyan College, WV

Sharon Nott – Head Accompanist

\* Accompanied students in guest artist master classes.

\*Accompanied students in “Screening Auditions” and previews for students competing in KC/ACTF

\*Accompanied DUMELA CABARET

\*Accompanied auditions for perspective musical theater majors

Community Service:

\*Accompanied District 4 Festival elementary chorus

\*Accompanied 4; 6-12 grade choral concerts in Macomb School District

\*Accompanied junior high and high school Solo and Ensemble contests

\*Pianist at First Christian Church services and events

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Sheryl Meyers – Costume Shop Manager  
Illinois Little People Entertainment – Strippers  
Designer/Constructor/Quick Rigger –  
Barbie Costume  
Sexy Oompa Loompa  
Race Car Driver  
Fire Fighter

Tammy Killian – Chair of Theatre & Dance  
Producer – Full Season of Plays – WIU T&D  
Scenic Designer/Producer – THE GULF – WIU T&D  
Director/Producer – BYOP (Bring Your Own Play) – THE LIGHT and 40 MINUTES TO GO  
Costume Designer/Producer – SCHOOL OF ROCK – WIU SummerStage  
Acting Coach – LEAVING IOWA – WIU T&D  
Facilitator – WIU T&D Boot Camp  
Facilitator – WIU T&D Screening Auditions  
Facilitator – Summer Professional Theatre Interviews/Auditions  
Workshop Presenter – WIU Writing Festival '24  
Narrator – Tenebrae Service – Wesley United Methodist Church  
Director/Producer – BYOP (Bring Your Own Play) – F\*@K YOU AMANDA and  
CRUMBLIN' CROWNS  
Member – MHS After Prom Committee – Macomb High School  
Playwright – BARBARA IN THE GARBAGE – Presented by Carl Sandburg College  
Mentor – MYLO (Macomb Youth Leadership Organization) – MHS  
Board Member/Secretary – MAC (Macomb Arts Center)  
Respondent/Adjudicator – Trumbauer High School Theatre Festival, Alabama

**Museum Studies**

Dr. Heidi Lung  
Professional Service:  
National  
Regional Representative for the Award of Excellence Selection Committee, American  
Association for State and Local History, 2024  
Content Advisory Committee, Alliance of American Museums, 2023-24  
Grant Panel Reviewer, Museums Empowered Grant, Institute of Museum and Library  
Services, 2024  
Regional  
Professional Mentor, STEPS-IMA, Iowa Museum Association, 2024  
State/Local  
Board Member, German American Heritage Center and Museum, 2024  
University  
WIU-QC Wellness Committee, 2023-24  
WIU New Faculty Mentor and Fall Orientation Panelsist, 2023  
Peer Reviewed Presentations:  
STEPS-IMA Reflections, Iowa Museum Association Annual Conference, Quad Cities, IL/IA,  
2023  
Learning from Luchadores, Iowa Museum Association Annual Conference, Quad Cities,  
IL/IA, 2023  
Academic Tenure Reviews:  
Meena Selvakumar, Associate Professor, Information School, University of Washington,  
2023  
Grant Submissions:  
Mentorship and Leadership at All Levels, 21st Century Museum Professionals Grant,  
Institute for Museum and Library Services, 2024, proposed, \$258,843.00

Dr. Angela McClanahan-Simmons  
Publications:



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'Project Loops, Edgelands and the Permanent Reimagining of Landscape.' Journal of Contemporary Archaeology.

Peer-reviewed conference papers:

'The Materiality of Death Images in 20th Century Kentucky and Transappalachia:

Producing and Reaffirming Kinship through Funerary Photography.' Delivered at Appalachian Studies Association Annual Conference, West Carolina University, Cullowhee, NC, USA.

'Things in Place: Revisiting Biographical Objects.' Delivered at Iowa Museums Association annual conference, Western Illinois University, Moline, IL, USA, 2 October.

Service to the Profession:

Advisory Board Member, Visual Culture in Britain (Taylor and Francis/Routledge)

Peer reviews:

Post-Medieval Archaeology, journal article peer review. (In progress)

Berghann Books, pre-publication book manuscript review. (In progress)

Journal of Visual Art Practice (Taylor and Francis), article peer review, submitted 1 December.

University Service Activity:

'Get Lit': Hosted 126 students who rotated in groups through my ARTH 180 Intro to Art General Education course on April 4, 2024 as part of 'Get Lit', an all-day program at the QC campus in which regional high school students are introduced to the experience of a wide range of college-level courses.

Led the Virtual Sensorium for neurodiverse students with students in the Museum Studies program on behalf of the WIU Initiatives in Accessibility Committee, of which I am a member.

Member, CAGAS (Fall 2022-present)

Member, Initiatives in Accessibility Committee (November, 2023-Present)

QC Faculty Council, COFAC Representative (2022-2025)

Workshop Training, National Park Service Native American Graves Protection and Repatriation Act (NAGPRA)

Advisor, Graduate Experience in Museum Studies (GEMS) Student Club

### **13. Grant activities and external funding**

Illinois Arts Council Grant – BCA

Illinois Arts Council grant – Tri States Public Radio

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. 2023-2024 saw 27,713 visitors to our campus through COFAC events.. 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 ninety-five years of age, we proudly welcome all our community and provides services and value 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.

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#### 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+) and the DOG radio station.

#### 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 been accepted with a full ride and assistantships to the MFA Printmaking program at SUIC; Exhibition - 2 Fat 2 Furious, Rhode Island Convention Center, Providence, RI 2024; Portfolio Presentation SGCI Providence 2024

Mackenzie White has been accepted with a full ride to the MFA painting program at SIUE.

Kieara Morey: artwork will be used as divider in 2024 WIU Elements publication

Rivers Ashton: Portfolio Presentation SGCI Providence 2024; 2024 SGCI Membership Portfolio Exchange

Andrew Tomlinson: 2024 SGCI Membership Portfolio Exchange

#### **Broadcasting and Journalism**

Leatherneck Insider, WIU Sports Broadcastings weekly sports variety show, has won 2024 Best Sports Program at the Intercollegiate Broadcasting System (IBS) Awards in New York City.

News3 Students interviewed Interim President Dr. Kristi Mindrup in March 2024, which was a great opportunity for our students to be “covering the campus.”

Jaycie Doerr (junior, Broadcasting & Journalism) attended the Mid-America Emmy Awards Saturday in Branson, Missouri, where she was presented two journalism scholarships, including the Walter Cronkite Scholarship. She also received the Michael Hardgroves Scholarship.

The Western Courier and Editor-in-Chief Jaycie Doerr had an excellent showing at the 2024 Illinois College Press Association Award Ceremony in Chicago, Illinois, USA. Jaycie and the Courier received multiple accolades for

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their outstanding work.

The National Association of Black Journalists (NABJ) held a panel on February 23rd to discuss cultural competency and improving experiences across our community.

Members of organizations and departments from across campus participated in the panel, which was organized by the NABJ students.

Sports Broadcasting students continue exemplary hands-on coverage of Leatherneck Athletics, as part of our multifaceted partnership with ESPN & Athletics.

### **Communication**

Major student achievements and recognitions for the 2023-2024 academic year include:

Gracie Julian (May '23) and Becca LaMont (May '23) were both accepted into the Disney College Program.

Lee Caron, Fall 2023 Thompson Undergraduate Scholar Award

Shahed Rahman, Fall 2023 Thompson Graduate Scholar

Christine Elliott, Fall 2023 Department Scholar

Graduate student Shahed Rahman earned the Top Student Paper Award from the Central States

Communication Associations Communication and Technology Interest Group for his paper, Exploring the Impact of Social Media Use on Attitudes towards Advertising, Ad Engagement, and Perceived Annoyance.”

Graduate student Zaynab Yusuf presented her research paper at the National Communication Association conference.

Marcus Jefferson, Spring 2024 Thompson Undergraduate Scholar Award

Zaynab Yusuf, Spring 2024 Thompson Graduate Scholar Award

Madison Lindsey, Spring 2024 Department Scholar

Madison Lindsey, Spring 2024 COFAC Student Leadership Award (Communication)

Graduate students Zaynab Yusuf, Shahed Rahman and Victoria Emereonye presented a panel on social media at the Central States Communication Conference.

### **School of Music**

Martin Medrano, graduate violinist, was awarded a Fellowship Assistant Award for the Mostly Modern Festival in Saratoga Springs, NY.

Denzel Abarquez, graduate pianist, received 2nd Prize in the professional category of the Birmingham International Music Competition.

George Párvu, freshman violinist, won the first prize at the Nouvelles Etoiles International Competition in Paris, France.

### **Speech Pathology and Audiology**

Just over 70% of our freshmen and new transfer students made the Dean's List (Honors) fall semester. Compared to the university numbers, this is incredible and shows the recruitment efforts to recruit students of high caliber at the undergraduate levels is working towards our strategic goals

We accepted eleven of eleven WIU graduates into our FALL 2024 cohort. This senior class is outstanding and is the first of its kind. Every one of them has accepted our offer and will be continuing their education with WIU. These students were instrumental in recruitment efforts of other students to join their class. They truly are the most amazing group of students.

Five of our seniors attended the ISHA convention in Chicago in February 2024. They competed in the scholastic bowl against 11 graduate programs. These five students were tied for first place until the final round. They ended up getting fourth place out of 12 schools- eleven of which were all graduate students. We had the only team with undergraduate students.

### **Theatre and Dance**

Jan. 2024 - KC/ACTF WIU T&D sent 20 students/faculty to Region 3 Festival in Michigan.

Awards:

Musical Theatre Intensive Alternate - Michael McNamara

Irene Ryan Selectors Award for Comedy - Nora Wragg

KC/ACTF Region 3 Student Council National Conference Nominee - Kena McCance

KC/ACTF National Competition – Kena McCance will represent WIU KC/ACTF Region 3 as the Student Government Representative

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KC/ACTF Nominations for the Competition in Jan. 2025:

**LAST TRAIN TO NIBROC**

Irene Ryan Nominees:

Nora Wragg

Erik Larsen

Student Design/Tech Nominations:

Shelby Doyle – Costume Design

Kimani Gordon – Lighting Design

Mikey McNamara – Stage Management

Faculty Nominations:

Lisa Wipperlmg – Directing

Nominated for -

Celebration of Associate Productions

Costume Parade (May/Raleigh Scene 1)

**WE ARE P\*\$\$Y RIOT or Everything is PR**

Irene Ryan Nominees:

Elizabeth Huntley

Eva Albright

Certificate of Merit:

Rio Canas - Excellence in Costume Design

Bryan Zipp - Excellence in Lighting Design

Ensemble - Excellence in Ensemble Production

Emma Wahlmann - Excellence in Stage Management

Other Recognitions:

Celebration of Associate Production - Recommend the trial scenes

Costume Parade - The ensemble

**RIDE THE CYCLONE**

Irene Ryan Nominees:

Elizabeth Huntley

Jakob Innes

Certificates of Merit:

Acting - Ensemble

Trevor Turner – Lighting Design

Emma Wahlmann – Stage Management

Recommendations:

Recommended for “Evening of Scenes”

**THE KING STAG**

Irene Ryan Nominees:

Sara BenBella

Bryan Larson

Certificates of Merit:

Acting – Dylan Flaig

Costume Design – Corinna Knighten

Stage Management – Molly Montgomery

Recommendations:

Recommended for “Costume Parade”

**Museum Studies**

Museum Studies Graduates

1. Zackary Baraglia

2. Charolette Drennen

3. Julia Gabbard

4. Sadie Hynick

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5. Alex Nasharr
6. Eli Sadler
7. Anna Thomas
8. Lindsey VanDieren

New Graduate Professional Appointments:

Zackary Baraglia, Event Coordinator at the Ellwood House Museum, IL  
Sadie Hynick, Associate Collections Manager, Prince's Paisley Park, MN  
Addison Marsengill, Curatorial Assistant, National Danish American Museum, IA  
Jordan Miller, Curatorial Assistant, U.S. Naval Seabee Museum, WA  
Elyse Nerenberg, Tall Grass Archaeology, IA  
Hope Stropes, Assistant Curator of Collections, Ella Sharp Museum, WI

The College holds the Departmental Scholars Awards each year in April to honor outstanding scholarly efforts in our students.

## **16. Alumni highlights**

*List notable highlights from College alumni.*

### **Art and Design**

Kyla Culbertson - WIU visiting artist workshop and exhibition; Summer artist residencies at Haystack Mountain School of Arts & Crafts and Watershed Center for the Ceramic Arts.

Joe Murzuch - Table and Shelf solo exhibition, 155A Gallery, East Dulwich, London, England.

Sarah Smith Howerter - Soon to be published Illustrator, children's book *The Taming of "Terrible T"*, written by Rose Guthrie.

### **Broadcasting and Journalism**

Alum Mike Nobler featured in December 2023 issue of *Sports Illustrated*.

Brendan Reidy and Dylan Smith anchored together on WGEM (Quincy) in early 2024.

BC&J alum Shaun Newell (Class of 2002) and colleagues from WMBD-TV (Peoria, Ill) spoke to our Broadcasting and Journalism classes on February 20. Shaun is WMBD Vice President/General Manager.

Broadcasting alum Mike Nobler guest lecture via Zoom with Dr. Eun Go's Sports Public Relations class on March 28. Nobler is video director for the NFL's Miami Dolphins.

Broadcasting and Journalism alumna and former BCJ News Director Emily Manley on the third floor of Sallee Hall on March 21. Emily visited classes, attended a news meeting and spent time providing advice to current students. Emily works as the chief capitol bureau reporter at the Missouri State Capitol in Jefferson City for Nexstar stations.

Alum Brendan Reidy (Broadcasting and Journalism, 21) on the third floor of Sallee Hall on March 20, to meet and share with our BC&J students. Brendan works as Sports Director at WGEM-TV in Quincy, Illinois

Alum Dylan Smith (Broadcasting & Journalism, 2022) visit us on the third floor of Sallee Hall on March 18, to meet with students and discuss his work as a multimedia journalist and weekend anchor at WGEM TV in Quincy, Illinois

### **Communication**

Numerous alumni participated in our Career Preparation Day during the Fall 2023 semester. Several alumni were invited to speak to selected classes over the course of the year.

### **School of Music**

Rebecca Bressanelli ('13), has been appointed Coordinator of Academic Services for the DePaul University School of Music and will be overseeing the School of Music Careers Services program.

Scott Jones ('94), was named the IADA District 6 Athletic/Activities Director of the Year.

Paul Casiano ('21), completed his final recital for the Doctor of Musical Arts degree in Piano Performance at the University of Iowa and is currently working to record an album of solo piano music by Filipino composers.

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Daniel Ayala ('20), released a new book, Harmonic Concepts and Improvisation Techniques.

**Speech Pathology and Audiology**

We continue to increase alumni annual giving to our speech and hearing clinic and individual scholarships

**Theatre and Dance**

JC Clementz (MFA Directing 2010):

Director of Casting and Artistic Operations – Steppenwolf Theatre Company

Melody Betts (MFA Acting 2009):

Performer - THE WIZ – Broadway Tour/Broadway - 2024

Mark Ryan Anderson (BFA Musical Theatre 2013):

Performer - FIDDLER ON THE ROOF at The Gateway Playhouse (Feb 5, 2024)

Performer - JERSEY BOYS at The Gateway Playhouse (Aug 6, 2023)

Sarah Bertram (BFA Musical Theatre 2016):

Performer -Purina Commercial - 2024

Nissi Shalome (BFA Musical Theatre 2019):

Performer - “Count Down to Christmas” with Mario Lopez on the Family Channel

Amina Alexander (MFA Lighting Design 2020):

Assistant Lighting Designer –

SHUCKED (Broadway),

THE FAR COUNTRY (Off Broadway)

KPOP (Broadway)

BLACK NO MORE (Off Broadway).

Maddie Lego (BFA Musical Theatre 2017):

Performer (Wrestler) – WOW Superheros – Goldie Collins

Performer – WILD PARTY – Jaxx Theatricals LA

Taylor White (BA: Performance 2018):

Stage Manager/Production Manager – Celebrity Cruises

Logan Edris (BFA Musical Theatre 2019):

Performer – ALADDIN – Disney Cruises

Performer – LITTLE MERMAID – Disney Cruises

Brian McKinley (BFA Musical Theatre 2018):

Director of Education/Community Engagement – The Black Rep

Tyler Herald (BA: Production/Design 2016):

Assistant Designer – Van Gogh Immersive (original)

Assistant Designer – Hamilton Immersive

Assistant Designer – BEATLE JUICE – Broadway/National Tour

Scenic Designer – RETRACTION – Off Broadway

Scenic Designer – GOLDEN CAGE – Off Broadway

Scenic Designer – FINDING MADAME CURIE – Off Broadway

Kellie Cameron (BFA Musical Theatre 2016) & Chris Guidi (BA: Performance 2016):

Co-Founders – Storybook Touring Theatre

Izzy Maxwell (BFA 2024) company member for Blues Clues national tour.



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Vanessa Sage, promoted in 2024 to Associate Curator, Figge Museum  
Kelly Lao, took position in 2023 as Vice President of Museum Experiences, Putnam Museum  
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  
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

**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.

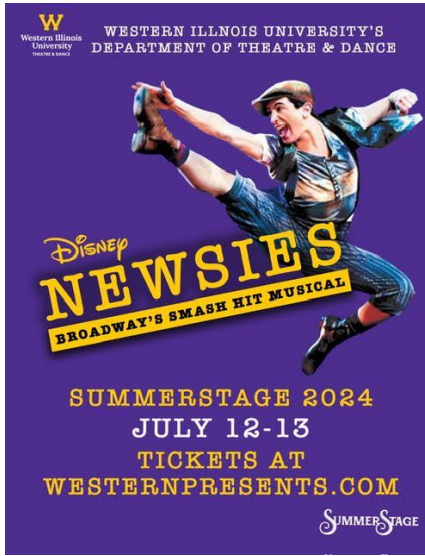
Each summer, the School of Music also offers the Summer Music Institute. Day Camps allow area youth to come to campus and have the opportunity to develop musical skills and knowledge in a fun-filled, nurturing environment. The Institute has been restructured through the Community School of Music and has seen considerable growth in just its second year. Currently enrollments stand at 130+ for summer 2024.

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 NEWSIES!

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(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.

Clinic Counts (includes cancelled appointments) as of 5/14/2024

Fall (Aug. 2023-Dec. 2023)					
Speech Clinic		Hearing Clinic		Autism Clinic	
Teletherapy Appts.	480	Adult Appts.	151	Diagnostic Appts.	10
Individual Appts.	1216	Child Appts.	45		
Group Appts.	240	OAE Appts.	5		
Diagnostic Appt.s	30	ROTC Appts.	9		
DX Waitlist	10	Aid Check Appts.	119		
Bridgeway Clients	8	Aid Consult Appts.	28		
Elms Clients	5	Aid Fitting Appts.	11		
School Clients	86	Mosaic Appts.	14		
		APD Appts.	2		
		WCISEC Days	4		
<b>Total</b>	<b>2075</b>	<b>Total</b>	<b>388</b>	<b>Total</b>	<b>10</b>

Spring (January 2024-May 2024)					
Speech Clinic		Hearing Clinic		Autism Clinic	
Teletherapy Appts.	180	Adult	78	Diagnostic Appts.	9
Individual Appts.	695	Child	37		
Group Appts.	493	OAE	5		
Diagnostic Appts.	23	ROTC	6		
DX Waitlist	13	Aid Check	85		
Speech Waitlist	5	Aid Consult	25		
Bridgeway Clients	7	Aid Fitting	13		
Elms Clients	3	Mosaic	7		
School Clients	89	APD	0		
		WCISEC Days	14		
<b>Total</b>	<b>1508</b>	<b>Total</b>	<b>270</b>	<b>Total</b>	<b>9</b>

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Summer (June 2024-July 2024)			
Speech Clinic		Hearing Clinic	
Teletherapy Appts.	0	Adult Appts.	13
Individual Appts.	130	Child Appts.	5
Group Appts.	360	OAE Appts.	
Diagnostic Appts.	4	ROTC Appts.	
DX Waitlist	13	Aid Check Appts.	6
Speech Waitlist	10	Aid Consult Appts.	1
		Aid Fitting Appts.	1
		Mosaic Appts.	
		APD Appts.	1
<b>Total</b>	<b>517</b>	<b>Total</b>	<b>27</b>

Through the BCA, PAS and YPAS, we are providing exposure to the arts for not only the youth of Illinois (over 3,000 this past year), 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 bringing to western Illinois performances ranging from dance to nationally known comedians such as The Preacher Lawson, 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**

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. This year, we were able to expand our reach to a number of school districts in the 20 surrounding counties and provided arts entertainment to over 3,000 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

**Western Illinois University**  
**Academic Affairs, Annual Reporting Documents — Deans**  
**Academic Year 2023–2024**

**Due to Provost's Office: May 17, 2024**

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. We support events across campus every time we are asked. We believe in the all-for-one and one-for-all approach. The College of Fine Arts and Communication steps up each and every time it is asked to do so. Whether early warning grade reports, fall-to-fall retention or day of giving percentage by faculty, COFAC is a leader across the institution. WIU is an exceptional institution. Our mission has always been to educate students who do not have the same opportunity and resources as the vast majority of college attendees. When we embrace that mission and do what we do best, Western can be unstoppable.

**College of Fine Arts and Communication**  
**(COFAC)**

**Attachment #1**





Speech Pathology and Audiology Students



**Western Illinois University**

COLLEGE OF FINE ARTS & COMMUNICATION

College of Fine Arts & Communication  
1 University Circle, Browne Hall 115  
Macomb, IL 61455  
wiu.edu/cofac

# COFAC

College of Fine Arts & Communication  
Western Illinois University  
Fall 2023



Center for Performing Arts Construction  
June 2023

## Art & Design

BA and BFA degrees available in Art Studio and Graphic Design, and a BFA degree in Art Education. Studio areas include ceramics, digital photography, drawing, metals/jewelry, painting, printmaking and sculpture.

## Museum Studies

The Museum Studies Graduate program educates students about the history of museums and provides knowledge and training in museum work including administration, collections management, exhibition development, education, community development and visitor's studies.

## Speech Pathology & Audiology

Undergraduate and graduate programs that provide hands-on training, guided observations, clinical simulations, clinic and scientific writing, and supervision in the WIU Speech-Language Hearing clinic.

## Broadcasting & Journalism

Major options in Advertising/Public Relations, Broadcast Production, Sports Broadcasting, and Multimedia Journalism. Students produce content for ESPN+, NEWS3, and WIUS-FM "the Dog," and they also produce and distribute the Western Courier newspaper.

## School of Music

Accredited NASM program with undergraduate options in Applied Music, Music Business, Music Therapy, and Music Teacher Education. Graduate options include Conducting, Composition, Jazz Studies, Musicology, Performance, Music Therapy, and an online Music Education Degree.

## Theatre & Dance

A BA in Theatre with options in Performance and Production Design and a BFA in Musical Theatre are available. Students work on their skills in 13-15 productions each year.

## Communication

The BA and MA degrees explore the role of communication in daily living and work. An integrated BA/MA program is also available. Minors are offered in Communication, Social Media, and Health Communication. The BA degree in Communication is offered in Macomb, the Quad Cities, and entirely online.





# Table of Contents



## Recruitment Initiatives

College departments focus on making connections between faculty and students in all interactions, especially those related to recruiting. We believe that personal contact and relationship building provide the best opportunity to recruit new students.

## Retention Initiatives

COFAC has consistently been a leader in retaining our students. We find ways to support, celebrate, and enrich student learning and opportunities. As we continue to expand our ideas and creativity, we look forward to more collaboration and success.



## Alumni Engagement

The third part of our charge is to keep our connection with students once they enter the workforce. Our alumni are an important part of the WIU legacy. Their successes pave the way for our current and future students. We bring our alumni and current students together to build stronger networks.



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# A FUTURE







# Hello & Welcome

The College of Fine Arts and Communication is proud of our efforts in recruiting and retention. Now we need to do even more.

We are taking a look at our current procedures and investing dialogue internally and externally to reinvent how we do more and do it better. We have a long standing, college-wide recruitment and retention committee that shares ideas and explorations into what each departmental recruitment committee is all about.

We know the benefits of one-on-one mentoring with current students and faculty working with new students from the start of their careers at WIU. Living Learning communities only strengthen these bonds from first year onward.

We are utilizing the construction of the Center for Performing Arts to show the vibrancy and importance of the arts on this campus and for future students to come. With the Art and Design Program and the WIU Art Gallery on the east and the new CPA on the west we will blanket the campus with artistic opportunities of all kinds.

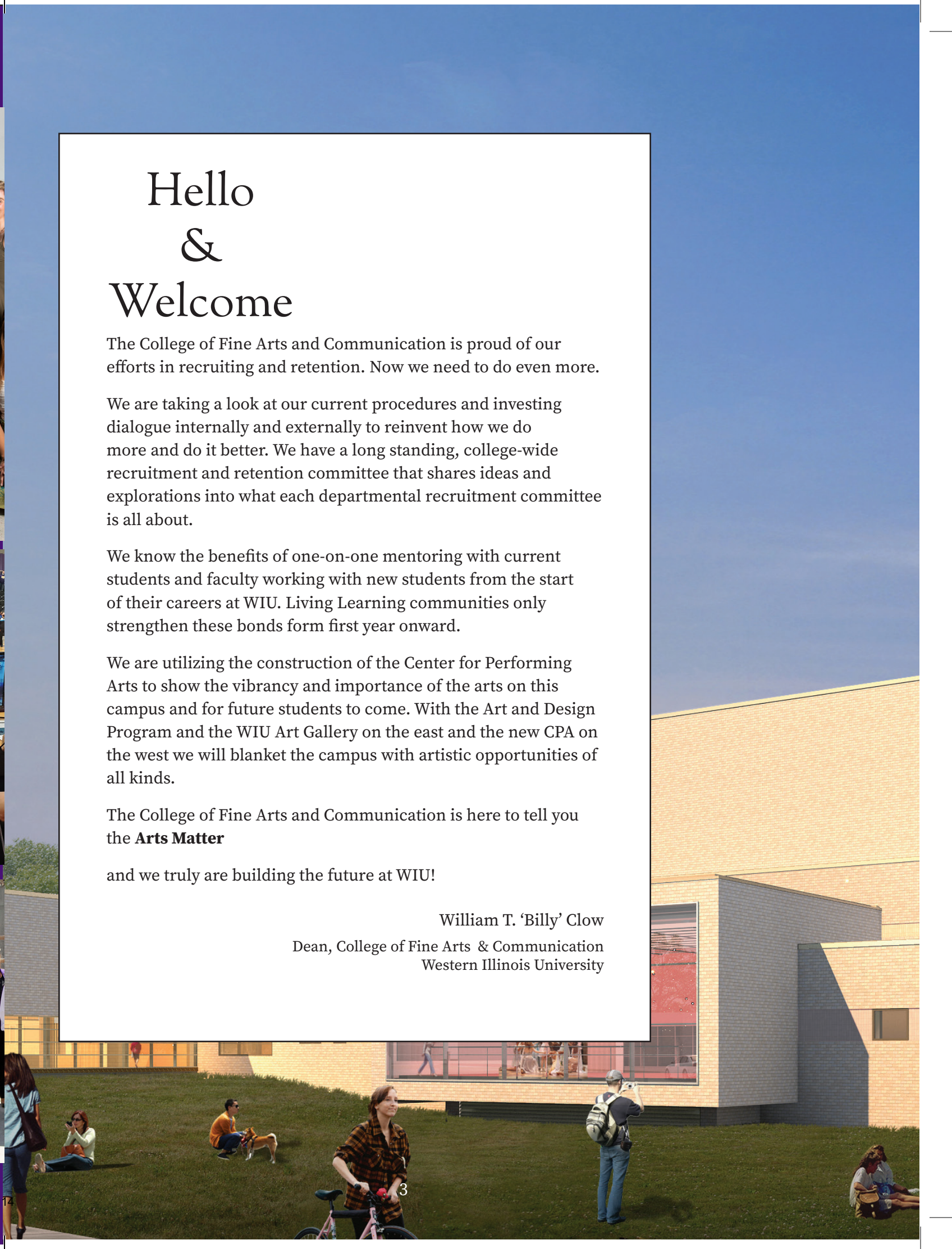
The College of Fine Arts and Communication is here to tell you the **Arts Matter**

and we truly are building the future at WIU!

William T. 'Billy' Clow  
Dean, College of Fine Arts & Communication  
Western Illinois University



# BUILDING







## DEPARTMENT OF ART & DESIGN

The Department of Art & Design is dedicated to the development of visual awareness, critical thinking, creative problem solving, technical skills, and the expansion of historical knowledge. Intensive degree programs inspire individual artistic inquiry, experimentation, collaboration, and innovation through a diverse spectrum of studio disciplines, art historical and art educational methods, and creative research. Students are prepared for successful and competitive careers as professional artists, art educators and designers. Through our comprehensive educational offerings and extracurricular activities, the department advocates for the arts, cultivates academic success, and supports creative growth.

### RECRUITING

- “First Wednesday” is a department wide open studio event offering hands-on projects in a wide variety of media.
- Workshops for high school students are offered both on campus or at the high schools.
- Faculty attend art college fairs, portfolio reviews, career days, and art competitions.

- High School Art Exhibition and Awards offer an opportunity for regional high school students to submit work, tour the facilities, participate in workshops, and receive a portfolio review.
- Summer Art Camps are designed to stimulate and challenge students in grades 4-8 and 9-12 with a week of studio workshops taught by faculty, local artists, and teachers.
- Visiting artists are brought to campus to provide lectures and workshops each semester.
- Exhibitions of work by professional artists, WIU faculty, and students are on display at the University Art Gallery and the Annex Gallery throughout the academic year.
- Semesterly Holiday and Spring Art Sales offer original work by students, faculty, and alumni.

### RETENTION

- Talent Grant and Partial Tuition Waiver awards are available to all majors and minors through a juried portfolio competition each semester.
- Annual Juried Student Art Exhibition allows students to gain experience by entering and preparing their artwork for an exhibition,



- First fall production “SHOWCASE: NEW FRIENDS” features all new students.
- New students assigned a “Rocky Buddy”, a Theatre major who serves as a mentor.
- Undergraduate Bootcamp-a Saturday meeting to review department student manual.
- MFA Events-Space Tour and Welcome Back Cookout for all graduate students.
- All Department Meeting and Cookout
- Unified Auditions: all students encouraged to audition for productions in the first week of fall and spring semesters.
- “Fry Day”: all majors are invited to Scenic Studio for fried food and social activities.
- Softball game and Dodge Ball competitions between graduate and undergraduate students.
- Faculty serve as academic advisors for all majors and minors.

### ALUMNI ENGAGEMENT

- Dumela-BIPOC Alumni Council: organization serving as advocates for BIPOC student body.
- Inaugural Alumni Reunion Weekend in April 2021. Event includes a board meeting, a concert, and workshops for current students.
- Alumni Guest Artist Workshops: six guest artists were featured in workshops in 2020-21.







# DEPARTMENT OF THEATRE & DANCE

The Department of Theatre & Dance is a community of professional artists, scholars, and educators who value and practice the most collaborative art forms—art forms that explore the human condition, stimulate and engage our audience, and connect to a global, diverse community. Our standard of excellence demands the celebration of individuality within the collaborative process, empowering the student to begin a lifelong career of artistic risk-taking and self-discovery. These commitments are reflected in the curriculum and the multitude of opportunities we provide for students to develop skills and apply their craft in the crucible of production.

## RECRUITING

### In-Person Events

- Workshops for high schools.
- Visits with and hosting of Community College liaisons.
- Attendance at state, regional and national festivals/conferences.
- “A Day In the Life” event: all prospective students are invited for a weekend of

activities which includes attending classes, tours of facilities, meals with faculty and students, watching a production, participating in a workshop and auditioning for the program.

### Social Media

- Hired a Social Media Specialist to “brand” all platforms with content attractive to prospective students. Increased activity on TikTok and Instagram.

### Correspondence with prospective students:

- Personal handwritten cards.
- Congratulatory emails.
- Packets of info and photos sent.
- Current student text prospective students (“Text-a-thons”).
- Meet with students on campus.

### RETENTION

- New Majors Meeting-meeting on Saturday before classes to introduce new students to faculty and other students.
- Enroll all freshmen in same sections of THEA 101Y and THEA 172. Freshmen encouraged to live on COFAC Living Learning Community floor.

as well as the excitement of possibly winning an award.

- Print Works offers for sale a portfolio of five limited edition prints created by students, alumni, and faculty to help fund student travel to the annual SSCI printmaking conference.
- The WIU Community Art Program is a series of grant-funded Art classes designed and taught by WIU Art Teacher Education students for 1st - 8th graders from regional schools.
- Study Abroad courses are offered each summer for locations including New York City and various sites in Europe.
- Field Trips take students to museums, galleries, artist studios, exhibitions, lectures and related businesses.
- Garwood Salons are a friendly social meeting of art-minded folk to discuss a wide variety of art-related topics while enjoying exotic junk food and soft drinks from other countries.
- Club Opportunities:
  - Kappa Pi, an international Art Honor Society.
  - Black Artist Guild (B.A.G.), a student organization for artists and art lovers of every color.

## ALUMNI ENGAGEMENT

- Macomb Mural Projects are collaborations of WIU faculty, students, alumni and local artists which both connects and enhances the University and the community.







## DEPARTMENT OF BROADCASTING & JOURNALISM

Students have a foundation in history, production, and delivery, before focusing in Sports Broadcasting, Multimedia Journalism, Broadcast Production, and Advertising/Public Relations. They receive valuable hands-on experience and mentorship in our program. Students produce programming for ESPN and wiuTV3 using state-of-the-art, high-definition television facilities and operate an FM broadcast station, WIUS. The Department is also home to the Western Courier, an all digital newspaper. Graduates of the program enter various careers in television, radio, sports broadcasting, advertising, public relations and

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post-production operations, including directing, producing, reporting, on-air talent programming, sales, advertising, sports and post-production. Our students are winning state, regional and national competitions and receiving important recognition that separates them from others seeking internships and jobs.

### RECRUITING

#### In-Person Events

- “Broadcasting and Journalism Day” events: During three of the Discover Western events, prospective students are provided a tour of facilities, an example of our live student-



### RETENTION

- \$1000 Freshmen and Transfer Scholarships are available for students meeting the criteria.
- Maureen G. Marx Undergraduate SPA Excellence Scholarship awards \$1000 to a junior or senior who is working in the WIU Speech-Language Hearing Clinics.
- Scholarship information is located on our website: [wiu.edu/spa/undergraduate.php](http://wiu.edu/spa/undergraduate.php), with the deadline for applications due September 1st of each academic year.

### ALUMNI ENGAGEMENT

- Annual gifts from our alumni help us maintain updates in our clinic.
- Alumni were instrumental in fully funding the Maureen G. Marx Excellence Scholarship.
- Alumni provided funding for the construction of our Sensory Room.
- Alumni use our social media pages to post positions for new graduates ([wiu.edu/spa](http://wiu.edu/spa)).
- Our graduates are all over the country and Canada who enthusiastically supervise our students for internships.



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# DEPARTMENT OF SPEECH PATHOLOGY & AUDIOLOGY



The Department of Speech Pathology and Audiology (SPA) prepares students with the foundational knowledge and clinical skills that are necessary to work with individuals with communication and swallowing disorders across the lifespan. Beginning in at the undergraduate level, students take a variety of courses designed to increase their critical thinking skills. As student clinicians in the WIU Speech-Language Hearing Clinic, students build intrapersonal and interpersonal skills that ultimately bridge the gap between coursework and clinical experiences. The undergraduate program at Western Illinois University provides its graduates with

the foundational knowledge and clinic experiences that prepares them for the rigorous schedule and workload of graduate school.

## RECRUITMENT

- SPA DAYS that are open to any prospective and accepted student and their family. SPA DAYS include program overview, facility tours, hands-on activities, clinic observations, Q&A with students and faculty. Virtual opportunities are available upon request.
- Student visits can be group visits tied with Discover Western events and/or they can be individually scheduled.

produced television newscast, lunch, and hands-on experience with our live sports production truck.

- Invitations to watch productions of newscasts and sporting events throughout the year.
- "Come and Visit Us" link: a link on our department homepage to allow a prospective student to personalize their visit.
- Interested students are provided department t-shirts and Popsockets (for cell phones).
- Parents are given "WIU Broadcasting" notepads.
- Chair, faculty, and current students visit high school media programs to promote department.
- Tours and special activities provided for area high school students.
- Freshmen can apply for freshmen tuition waivers. The waivers are incentives for students to perform an activity that adds to their experiences and/or lives on the Living Learning Community floor.
- A Recruitment Committee was created in fall 2020. The group reached out weekly to each student on the department's prospective list.

## Virtual Activities

- "A Day in the Life": an online event featuring faculty and current students.
- A tour video of the floor and facilities is available on the department YouTube channel.
- Once a prospective student is identified, the Recruitment Committee makes contact, and the department chair and advisor send personal emails. Postcards are also sent with short messages from faculty and students.



## RETENTION

- Two new student organizations were established. A chapter of the National Association of Black Journalists was initiated. For advertising and public relations students, the department created a co-curricular group called "Boundless Communications."
- The department has offered a retention waiver to eligible freshmen. Students can receive the waiver if they achieve a grade point average of 2.5 or greater.
- Talent grant and partial Tuition Waiver awards are available to students assisting in the production and operation of programs related to news, sports, and WIUS-FM.
- Students are encouraged to participate in a number of state, regional, and national media student competitions.

## ALUMNI ENGAGEMENT

- "Where are they now? Broadcasting Alumni": The department posts pictures and brief biographies of many of our alumni on the third floor of Sallee Hall.





# DEPARTMENT OF COMMUNICATION



The department currently serves our students by offering the Communication major in Macomb, the Quad Cities, and online. Communication as a discipline is dynamic and varied, offering majors a broad range of career opportunities and pursuits. The major prepares students to enter a wide variety of diverse professions from social media management to sales, college recruiting to business management, and/or training and development to politics. Students of communication receive fundamental training in and exposure to a myriad of contexts in which humans interact with and influence one another.

## RECRUITING

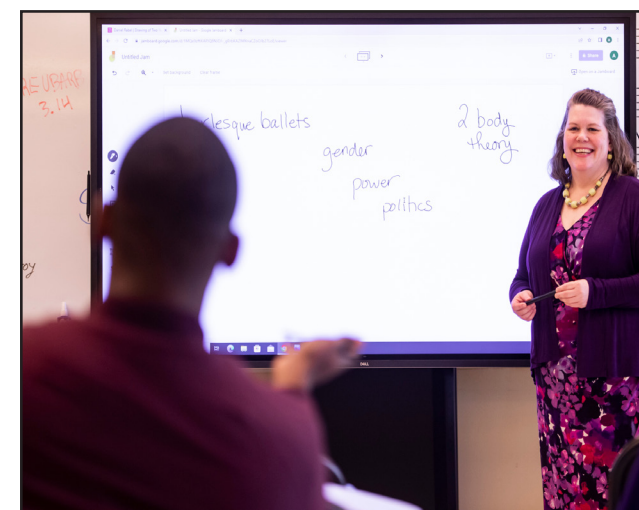
- Prospective students receive email greetings from the Chair and the current president of the Communication Student Society.
- A printed brochure is sent via regular

mail to the families of all newly admitted Communication students.

- Department faculty engage in a number of community and professional activities outside the classroom that help to develop positive relationships with a variety of communities and organizations.
- The Department of Communication offers an Integrated Master's Program for Communication majors, which allows qualified Communication majors to earn both a B.A. and M.A. degree in Communication in five years (if entering WIU as a freshmen) or three years (if entering WIU as a transfer student).

## RETENTION

- The Department of Communication hosts an annual Career Preparation Day for majors and minors.



college life and into the School of Music.

- Recruitment: mentors serve in Q&A sessions and panels with prospective students.
- Fine Arts Living Learning Community: an opportunity for incoming students to live on a residence hall floor with a community of other arts majors.

## ALUMNI ENGAGEMENT

- SOM Newsletter: biannual newsletter sent to the School of Music alumni network.
- Alumni invited to guest present, clinic, and perform for the current School of Music via Zoom and in person.
- Social media engagement on Facebook, Instagram, YouTube, and TikTok.







## SCHOOL OF MUSIC

The School of Music at Western Illinois University is committed to a dual mission within the university:

Helping each undergraduate and graduate music major and music minor to be the best musician they can be through course work, applied study, solo and ensemble performance, practical experience, and a variety of listening opportunities; and serving, along with other departments in the College of Fine Arts and Communication, as a cultural center for the university, the community, and the region; including a strong commitment to providing opportunities for non-major university students to develop awareness and understanding of music in a variety of cultural contexts.

### RECRUITING

Personalized campus visits include:

- Sample lesson with studio faculty member.
- Meeting with advisor from area of interest.
- Rehearsal with ensemble of choice.

- Visit to class in area of interest.
- Lunch with faculty member or current student.

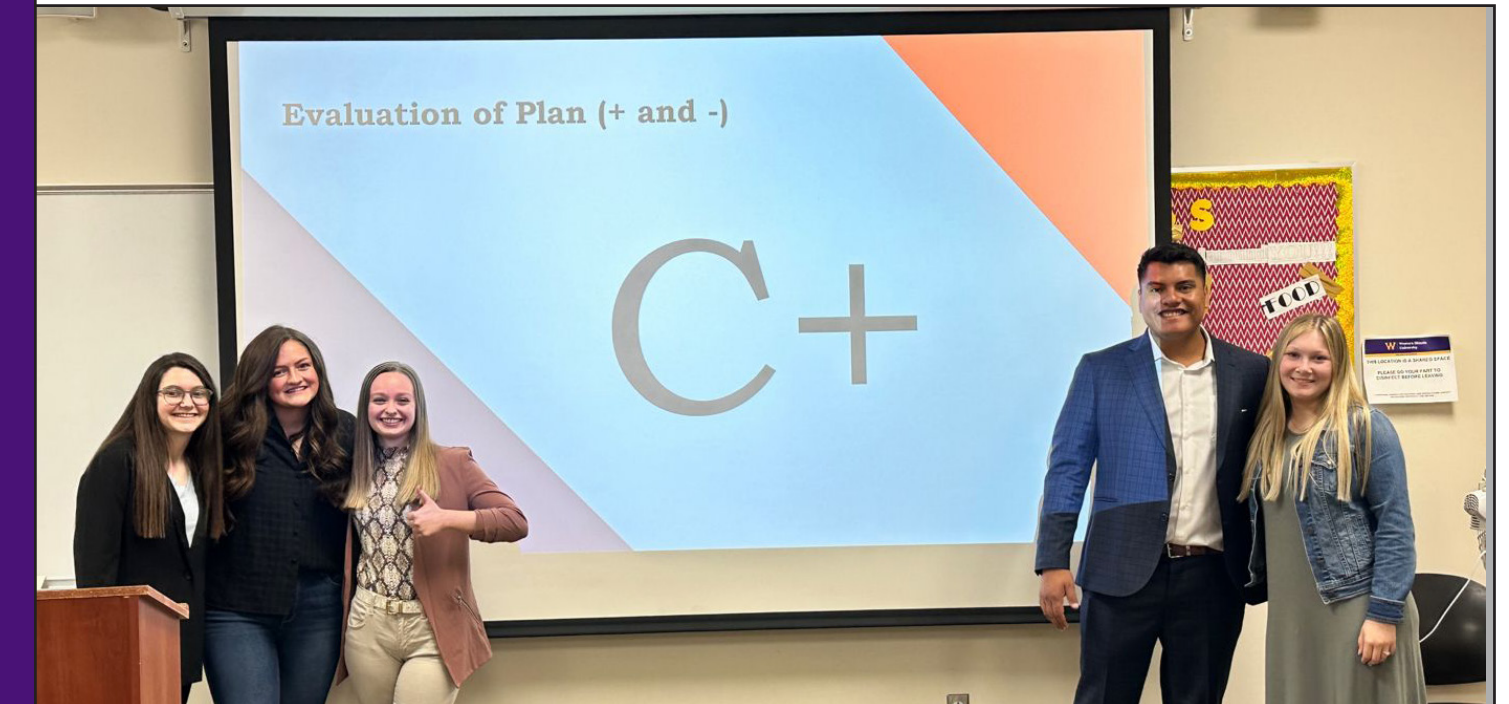
School performances include:

- Visits to area high schools (over 50 in a typical year).
- Faculty and students' off-campus concerts and performances.
- Faculty adjudication at state, regional, and national events.
- Private lessons.
- On-campus performances which are also live-streamed on Facebook and YouTube.
- On-campus competitions, institutes, workshops, showcases, and festivals bringing junior high and high school students to WIU.

### RETENTION

SOM Ambassadors program

- Mentorship: incoming students are placed with a mentor who shares their degree program and/or instrument. Upperclassmen assist incoming students with the transition to



- The Communication Student Society provides majors the opportunity to build supportive relationships with other students, develop professional networks with alumni, and to empower the student voice in department operations.
- Our dedicated departmental Academic Advisor proactively meets regularly with students to discuss academic progress, professional interests, and available opportunities to enhance the student learning experience.

### ALUMNI ENGAGEMENT

- Alumni are contacted on an annual basis to participate in the department's Career Preparation Day. A variety of professional workshops and informative sessions for students are provided by alumni to help our majors understand how to better prepare, market themselves and succeed in a number of diverse professions.
- The department maintains an active social media presence on Facebook, Linked-In and Twitter.







# MUSEUM STUDIES PROGRAM

The Museum Studies Graduate Program prepares future museum professionals for leadership roles in museums and cultural institutions. Our flexible, interdisciplinary program combines museum studies foundations in administration, collections management, education, interpretation, and exhibition planning. Faculty in the program foster quality, excellence, and accessibility in academic teaching and professional training. The program prioritizes professional, hands-on learning experiences, including internships, practicums, and assistantships, allowing students to progress from the classroom to the real world.

## RECRUITING

### Personalized campus visits/informational sessions include:

- In-person or virtual meetings with the program director and advisor.
- Tour of campus with faculty member.
- In-person or virtual meetings with current students.

- Visit to local partner museum.

### Virtual Events

- Career Conversations: This annual, online synchronous program includes a panel of alumni sharing professional museum experience and academic training. Current and prospective students can ask questions and learn about museum careers.

### Professional/Industry Events:

- Present at and attend state, regional, and national conferences.
- Program sustains a strategic partnership with the Iowa Museum Association.
- Host Iowa Museum Association Annual Conference on the Quad City campus in October of 2023.

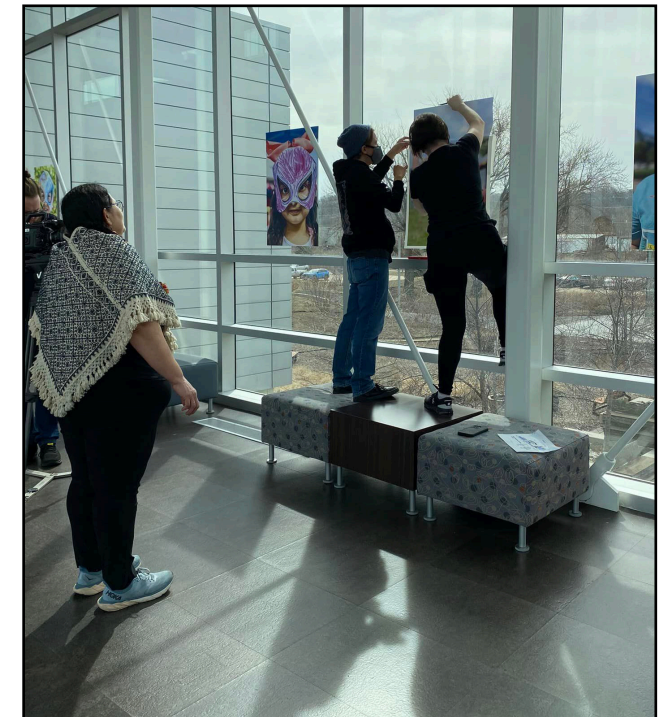
### Social Media Presence:

- Program manages active Facebook and LinkedIn pages engaging students, alumni, prospective students, and community partners.

- Used to promote professional opportunities in the field.

### RETENTION

- Graduate Assistantships: Working with Quad City museums, GA positions support many students with funding and professional experience throughout the program.
- Internships/Practicums: Students build museum competencies under the mentorship of experienced professionals and faculty.
- Orientation Meetings: Held in the fall and spring, the week before classes, to present the program handbook and discuss department protocol.
- Internship Presentations: Students near graduation complete a 200-hour internship at a museum and publicly present their projects to faculty and students professionally.
- Museum Studies Program Open House: Held in August and December for students, faculty, alumni, and museum professionals active in student engagement. This is an opportunity to meet, socialize, and network.
- Professional Memberships: Students and faculty are active members of the Iowa Museum Association, Illinois Museum Association, and Association of Midwest Museums
- Career Advising: Each student receives one-on-one advice about academic progress and professional career with the Museum Studies



Director before and after graduation.

- Graduate Experience in Museum Studies (GEMS): Student group that facilitates several workshops and tours of local museums each semester. All students and faculty on campus are invited to attend

### ALUMNI ENGAGEMENT

- Museum On Alumni Group: Currently in development, this is an Alumni Group for networking and raising funds for student professional activities.





**College of Fine Arts and Communication**  
**(COFAC)**

**Attachment #2**



## **COFAC Attachment #2**

### **Recruitment and Retention Initiatives Detail**

#### **Art and Design**

Art & Design First Wednesday Open Studio Events - Three events each semester open to University and Community w/ A&D faculty and students instructing free art/design projects in the media areas of the Department.

Art Ed Community Art Program - Free Art classes for grades 1+2 - 3+4. Projects are designed and taught by Art Education students with faculty supervision. 3-4 Sunday classes are offered each semester and is a PAS Grant funded event.

6th Annual High School Art Exhibition & Awards event - 6 High Schools, 120+ students. Faculty hosted 7 workshops + portfolio reviews.

High School Portfolio/Recruitment Events:

09/29 - Figue Art Museum Portfolio Day, Davenport, IA

10/17 - Niles West Portfolio Day, Skokie, IL

10/18 - Lake Zurich Portfolio Day, Lake Zurich, IL

10/27 - Art Ed - Future Teacher Day Workshop, Macomb, IL

11/08 - Chicagoland 4x5 High School Art Exhibit, Portfolio Day & Workshops, Oswego, IL

02/07 - On campus Silkscreen Workshop - Beardstown High School Visit, Macomb, IL

03/16 - Keith Anderson Fine Arts Festival and College Fair, Oak Forest, IL

Art & Design Student Organizations:

Black Artist Guild (BAG) - Organization that provides a place for minority art students to meet, connect, discuss art, and form lifelong relationships with other artists and students within the WIU Department of Art & Design. Along with organization meetings, BAG offered Mental Health Monday Art events 1-2 time a month, planned activities promoting minority heritage, and hosted social events such as movie/game nights and Art History study nights.

Kappa Pi International Art Honor Society - WIU Chapter - Also hosted organizational meetings, charity collaborations, educational workshops, social events, member exhibitions, and fundraising events.

Student Field Trips:

10/21 - National Portfolio Day, Chicago Art Institute, Chicago, IL

04/03-06 - Southern Graphics Council International annual conference, Providence, RI

Art & Design Summer Camp programs with Office of Study Abroad and Outreach:

05/06-09/23 - 4-8 Grades Program - Held in Garwood Hall studios and taught by community artists and teachers.

06/25-30/23 - High School Program - Held in Garwood Hall and HPA studios and taught by WIU faculty and Art Gallery Director.

Visiting Artists/Workshops

09/20 - Andrea Keys-Connell Ceramic Workshop

01/18 - Shelby Shadwell: Visiting Artist Drawing Demo

Sports Corner Mural Project - Spearheaded by Art & Design faculty, and painted by WIU faculty, students, staff, and administration. One of a series of community murals being completed by the Department of Art & Design.

Veteran's Memorial Mural - Spearheaded by the Facilities Management Director and Art & Design Faculty, this mural was painted in collaboration with the WIU Veterans through the Veterans Resource Center and the Students and Faculty in Art & Design. Unveiled 06/16/22 These mural projects are not only community outreach, they are also very visible WIU Art & Design projects which are good for recruitment and retention.

Annual Holiday and Spring Art Sales - Brattain Lounge WIU Union. Held the first 3-days of Finals week each semester, these sales offer current students and alumni an opportunity to show off and sell their artwork. Students learn display, pricing, and salesmanship. Sales also provide income for students as well as fundraising for Art & Design student field trips, conferences, and events.

2024 Rocky on Parade - 125 dogs for WIU's 125th Anniversary - The Final Round - Ongoing COFAC/Art & Design fundraiser. Students, faculty, and community artists paint sponsor funded fiberglass Rocky bulldog statues.

Another very visible (very popular) Town and Gown event. Also creates a sense of community and belonging for participating students.

### Participate in All Discover Western Events

Bi-Annual Talent Grant & Partial Tuition Waiver Competition - Art & Design holds a portfolio competition each semester that is open to major and minors and both incoming and current students. Provides 20-ish much needed scholarships/tuition waivers which helps the department to both retain and recruit students. Award winners are required to perform service hours (usually educational) to the department. Hours are based on the award amount. Winners also participate in an annual TG/TW Exhibition.

Annual Juried Student Exhibition - WIU students, of any major but enrolled in an art/design course, submit original work in a variety of mediums to be considered for the exhibit. This show is to promote and celebrate the artistic abilities of students of any major. Juror is different each year. Artworks must be properly prepared for installation. Awards are determined by juror.

Students gain experience in entering an artwork to an exhibition, preparing their artwork for exhibition, as well as the excitement of being accepted and seeing their work in the gallery.

### **Broadcasting and Journalism**

Participation in Discover Western

A Day in the Life of a Broadcasting and Journalism Student

Regular class visits from alumni/ae of our program

Regular visits to local news and media organizations

Outreach by faculty, staff and current students to prospective students, including postcards, text messages, letters and telephone calls

1-1 visit days with students and families interested in our program

Connecting current students and alumni for job and resume counseling

### **Communication**

We provide information at both QC and Macomb Discover Western and Experience Western events as well as other academic events such as major fairs, job fairs (graduate program), and high-school and community college admissions counselors visits.

We regularly supply information and promotional materials to high-school counselors and community college advisors promoting the Communication degree at WIU.

We conduct an annual Career Preparation Day exclusively for Communication majors and minors to enable them to better understand and promote the value of their degrees to family, friends, and future employers.

Using Thursday Admissions lists identifying those students who have applied to WIU and been accepted, the chairperson sends greeting messages introducing them to the major, the department, and the benefits of attending WIU. Approximately one week later, an additional message is sent to these prospective majors by the Academic Advisor, introducing herself and giving them some background on opportunities within the major. Approximately one week after that, the current President of the Communication Student Society sends prospective students a message extending his/her greetings and talking a little bit about the department from a student's perspective.

A printed two-fold brochure is sent via regular mail to the families of all students on our prospect list who have expressed an interest in Communication as a major twice a year (once in the fall and once in the spring.) The Spring 2024 mailing consisted of over 200 pieces of mail sent.

The major is "pitched" in Gen Ed courses (COMM 130, COMM 130Y, COMM 254).

Department website information is maintained and regularly updated.

The Department maintains a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).

The Department participates in all academic majors fairs (i.e., undeclared majors).

The Department invited all prospect and admitted students to virtually join us for the department's annual Thompson Lecture.

The Department hosted its first ever Communication Transfer Day on March 22, 2024.

Seven students, some family members, a community college instructor and a student services representative attended the event.

This year a new postcard was designed promoting the department and was sent to all In terms of retention the department fosters and supports the activities of the Communication Student Society, a student organization for Communication majors and minors. This spring (Spring 2024) the Quad Cities campus was able to reconstitute it's own CSS chapter which has been absent since the onset of COVID. The Department hosted several social and professional development events for our current majors throughout the year, including faculty-student mixers, our Walking Taco Welcome Back Party, and our Souper Bowl event.

### **School of Music**

#### Fall 2023

Marching Band Classic  
ILMEA Choir Clinic  
ILMEA District IV Festival  
Cellobration  
School of Music Audition Days  
Music Major Discovery Day  
Individual Campus Visits  
Lessons with prospective students

#### Spring 2024

Jazz Festival  
College/University Choral Clinic  
Showcase of Bands  
Brass Festival  
Piano Festival  
School of Music Audition Days  
Music Major Discovery Day  
Individual Campus Visits  
Lessons with prospective students  
Discover Western Faculty and Staff participation  
Recruitment Activities - Off Campus and Virtual  
University Singers High School Recruiting Tour  
Jazz Studio Orchestra High School Recruiting Tour  
Illinois Music Education Conference  
Illinois State Music Teachers Association Fall Conference  
Zoom lessons with prospective students  
Numerous individual and group faculty visits to high schools and community colleges throughout the region  
Website updates  
Social media advertising  
Retention Activities  
Musician Wellness Series  
School of Music Ambassador Program  
School of Music Student Activities Fair  
Individual tutoring by History/Humanities graduate assistant  
Numerous events hosted by music student organizations

### **Speech Pathology and Audiology**

#### RECRUITMENT:

UG: Our department has individual SPA DAYS as well as SPA DAYS that are tied directly to the Discover Western events. Our individual events are once a year in the spring and will be a full day event. The DW SPA DAYS are tailored around the two-hour academic breakout sessions carved out in the DW schedule. The time with us includes observing clients in the speech clinic

and hearing clinic, sitting in on parts of undergraduate courses, tours of the clinics (Hearing Clinic, Sensory Room, and Little Learners), Laryngoscope demonstration, and other activities when faculty are available. These days also include Q & A with students, advisor, and one-on-one with faculty.

UG: From the time they are prospects, I begin contacting them via email and handwritten postcards. I encourage them to visit the campus and the department. I send fliers and postcards for every Discover Western date and for the SPA Days. We continue to invite them to campus even after they have visited, offering them additional experiences- classroom visits, attending Little Learners, and more one-on-one with different faculty and the advisor answering more specific questions they may have. After the student visits us through a DW or individual visit, I send a note card thanking them for their interest in the program and I hope to tie the note to something we spoke about during their visit or their parents, etc.

UG: Our ASL minor continues to be a huge recruitment draw for students for attending WIU; even when they are not SPA majors. We have recruited from the ASL minor too. Students from nursing, management, and Health Sciences have changed their major to us because of the exposure through ASL.

UG and GRAD: We have many individual visits with prospective students for the undergrad and grad programs. These include observing in our clinics and classes, meeting with students and faculty. We try to do as much in the individual visits as we do on the SPA Day.

GRAD: First year to introduce the Day In The Life for our accepted graduate students. The prospective students are paired with a current grad student and they attend their off-campus and on-campus clinic, attend their classes, and any additional meetings the student may have that day. The faculty will meet with the student and answer questions and we will design their visit around their interests (nursing home, hospital, schools, etc). To date we have had nine students from other institutions visit including the U of Illinois, U of Iowa, Maryland, University of Nebraska, and many more. We also allowed our own undergrads to take part and 10 of the 11 participated and spent the day with a graduate student and attend classes and clinic.

GRAD: We decided to forego interviews this year to try something different. We did a recruitment event that took place Friday and Saturday (Feb 23rd and 24th ) for all students who had been accepted. Some arrived on Friday and attended classes, clinic, and observed in the Autism Clinic. The remainder of them arrived on Saturday and we had a full day of activities in our clinic, WIU basketball game, and dinner at ParkPlace. The event was attended by 56 individuals including accepted students, their families, faculty, and our graduate assistants.

#### RETENTION:

We have GA-led study sessions for all undergrad classes and we encourage students who continue struggling to meet one-on-one with instructors for additional help.

As the chair, I will reach out to students who receive early warning grades and ask them to meet with me. I try to encourage them to meet with the course instructor and GA and if there are any other issues and concerns, I help them with finding or contacting resources (i.e., counseling, tutoring, advising).

I also work very closely with Jennifer Grimm (advisor) to watch for issues with our students as they progress through the program.

We have department events at the beginning of the school year and periodically throughout the year to encourage connections across students in the department. One example is our Annual Picnic in the Fall to kick off the school year. This has grown and become one of the best events. Last year we had 150 people attend the picnic with students (ug and grad), parents, grandparents and significant others.

I check in with our instructors of undergraduate courses to find out if anyone is on their radar for academic or other issues that I can check in on them. I can usually find them in the lobby or in the undergraduate workrooms during the day. If not, I will email them to make an appointment with me. Since COVID, I have made an effort to reach out to the undergrads each semester to check on them to make sure they have the resources they need.



## **Theatre and Dance**

### Recruitment/Marketing Platform

In the spring of 2021 we signed a contract with a Recruitment/Marketing Company, Accept'd. We continued to work with Accept'd and have a contract now that will go through the 2024 recruiting period. It looks as if we will not have the funds to continue working with Accept'd during the next academic year.

Accept'd showcases us on their social media platforms.

Accept'd has 10,000 students who use their services. We have access to these students and can search the Accept'd data base and send targeted emails to students who we feel would be a good fit for WIU.

Students can submit their audition materials on the platform. We can access these materials which are organized and prioritized for us.

The number of students who have applied for admission into our department at WIU has more than tripled this year since we started working with Accept'd.

Recruiting at Conferences/Festivals:

- o LINK (USITT/SETC) Atlanta, GA (Steven House, Dan Schmidt, Rebel Mickelson)
- o SETC (Southeastern Theatre Conference), Mobile, AL (Steven House, Lisa Wipperling, Lysa Fox)
- o Chicago Unified Auditions (Lysa Fox, Kristin Kavanagh)
- o USITT (United States Institute for Theatre Technology), Seattle, WA (Josh Wroblewski, Steven House, Dan Schmidt)
- o Illinois Thespians Festival (Steven House, Lisa Wipperling)
- o KC/ACTF Festival (Flint, MI) (Hadley Kamminga-Peck, Adam Lewis)

“A DAY IN THE LIFE...”

o We offer two day long campus visits to any interested Theatre/Musical Theatre major. We call these events “A Day in the Life...” The student is paired with a current Theatre/Musical Theatre major. The student visits classes, eats on campus, works in one of our shops/goes to rehearsal, experiences the campus, and has dinner with students and faculty members. It's a very effective recruiting tool as we currently enroll 70% of the students who participate. We have already hosted 5 of these events this year. At our March event we hosted our largest group of students ever – 20!

### Additional Outreach for Recruitment:

The Department of Theatre and Dance holds once a semester “text-a-thons” where current students meet in our Green Room on one Saturday and text prospective students. Current students text greetings from WIU T&D and ask if the prospective has questions. We have found that once contact is made through text the prospective students continue to communicate with the current students.

Each semester the Department of Theatre and Dance holds a Virtual Audition/Interview process for students who cannot make it to campus.

The Department of Theatre and Dance sends “production post cards” and emails for each of our spring productions to prospective students. The prospectives in our area will receive a piece of mail from us with an engaging photo on the front every week for the remainder of the semester.

Each accepted student receives a personal letter from the chair and a packet of information about the opportunities and the environment that they will experience when they enroll at WIU.

#### Retention Efforts:

New Majors Meeting – We meet with all new majors the Saturday before classes began and introduced them to the faculty as well as peers. Each faculty member speaks about the things they love most about WIU and the Department of Theatre and Dance. Each current student speaks as well.

Rocky Buddies – Each new student will be assigned a Rocky Buddy. The purpose of the Rocky Buddy Program is to provide support for freshman and transfer student in their transition to WIU. Rocky Buddy Mentors are Theatre majors who have been at WIU at least one year who have shown an interest in and capacity for helping others. Rocky Buddies are matched with new students who have chosen similar areas of study.

M.F.A. Welcome Back Cookout - On Sunday night before classes begin in the fall we have a cookout for all grad students. We meet, greet, eat and then meet briefly to talk about what the students did in the summer as well as talk about plans for the academic year.

All Department Meeting and Cookout – On the Tuesday after classes begin we hold an All Department Meeting and Cookout. We meet, greet, and eat then have a brief meeting to talk about what is expected of the students during the fall semester. There are short “Breakout” Sessions with BFAs and BA majors.

First year students are highly encouraged to live on the Fine Arts Living Learning Community floor. We have found that the major of students who live on this floor are retained. They study together, eat together, go to classes together, and create bonds that keep them at WIU.

Unified Auditions – Unified Auditions are held the second week of each new semester. Every new student is highly encouraged to participate in production activity from the first day they arrive on campus. Production directors are encouraged to cast as many students as possible in shows rather than casting the same students multiple times.

NEW FRIENDS: Freshman Showcase – Every new student major or minor is cast in the Freshman Showcase. By participating in this production, they are drawn into the department family and are made to feel welcome. They also bond as a group and create relationships that will last for their tenure at WIU and possibly beyond.

Freshman are enrolled in THEA 100/176, THEA 101Y, THEA 172. Sharing these classroom/performance experiences connect the students and help them find a home at the university.

On the last Friday of each semester the Scenic Studio holds a “Fry Day” where the shop staff fry a variety of foods as well as play games and socialize. All Theatre/Musical Theatre majors are invited/encouraged to participate.

The week before Easter the Scenic Studio holds an “Egg Hunt” in the studio. All Theatre/Musical Theatre majors are encouraged to participate.

The Department holds a Bi-Annual Softball Game between the Graduate Students and Undergrads. This is a huge event in the department; the winner has bragging rights until the next semester.

The Department holds “The Wendi K. Mattson Dodge Ball Competition” each semester again this pits the Graduate Students against the Undergraduates.

Advising – Academic advising and career mentoring are provided by the faculty instead of an advising staff. This is another way our students connect to faculty and feel a part of the department.

#### **Museum Studies**

A. Curriculum Development and Changes for 2023-34

1. New Approved Course: Dr. Heidi Lung will teach MST 511 Museums and Social Justice in Spring 2025
2. Dr. Angela McCalnahan Simmons will teach a new special topics course, Repatriation

and NAGPRA, in the Summer of 2024.

3. The Department has invited Dr. Jeffery Hancks to teach a Special Topic Course on entry-level archives, most likely offered in the spring of 2025.

#### B. Program Marketing/Promotion

1. Website: Dr. Lung worked with COFAC staff to redesign the Museum Studies Program website pages.

2. Social media: The Department has active social media accounts. Dr. Lung and the departmental GA work to keep these active and engaging. This year we started a new Instagram account.

a. FaceBook, 695 followers

b. Instagram, 54 followers

c. LinkedIn, 131 followers

3. Newsletter: This year, the department will publish its first annual newsletter.

#### C. Integrated Program Development Meetings

1. St. Ambrose Art History faculty: 2/9/2024

2. Wartburg History Department: 3/19/2024

3. University of Northern Iowa: I am working with History Department Chair Jen McNabb on an integrated program with public history and museum studies minor programs.

#### D. Strategic Partnership with the Iowa Museum Association: See our listing on the IMA website

1. Partnership Goal: to recruit students, increase awareness of the WIU Museum Studies Program, connect students with professionals in the field, and provide professional training/networking opportunities.

2. 2023 IMA Annual Conference Hosted in the Quad Cities and on the WIU-QC Campus:

- IMA Conference Sponsorship included WIU Museum Studies logo with click-through listed on the IMA website and conference webpage. Logo included in the year-long newsletter.

- WIU Museum Studies Held an alumni event on Oct 3, 2024 during the conference

3. 2024 Career Conversations-WIU Museum Studies Sole Sponsor for the Program:

- The program takes place every spring on Zoom with a panel of emerging professionals. Hope Stropes and Kelly Lao, both program alumni, were on the panel in 2024.

- The department hosted a live stream event on campus with pizza and door prizes.

4. Mentorship and Leadership at All Levels, proposed grant IMLS for \$258,000

- WIU Museum Studies partnered with the IMA to develop a grant proposal to the Institute for Museum and Library Services 21st Museum Professional Grant. The grant ask was for \$258K over three years to fund GAs, Internship Stipends, and a new leadership and mentorship program in collaboration with IMA.

E. WIU Museum Studies Program Student/Faculty Engagement Events: The department hosted over 40 recruiting and retention events over the academic year. Events are as follows

#### EVENT DESCRIPTION DATE ATTENDEES

Museum Studies New Student Meeting 8/17/2023

Fall Student Program Orientation 8/17/2023

Museum Studies Student, Faculty, Community Open House 8/20/2023

Sadie Hynick Student Internship Presentation 8/18/2023

Alex Nasharr Student Internship Presentation 8/25/2023

Julia Gabbard Student Internship Presentation 8/25/2023

Zack Baraglia Student Internship Presentation 8/25/2023

Lindsey VanDieren Internship Presentation 8/25/2023

Prospective Student Meeting and Tour 9/5/2023

Museum Studies Program/GEMS Field Trip 9/7/2023

Department Workshop: How to Attend a Professional Conference 9/14/2023 18  
Department Guest Speaker: Jan Stoffer, Director of Operations, Butterworth Center 9/21/2023 14  
Prospective Student Meeting and Tour 9/25/2023  
Integrated Program Meeting 9/22/2023  
Iowa Museum Association Conference Planning Meeting 9/28/2023  
Opening Reception Iowa Museum Association Conference 10/1/2023  
IMA Conference on Museums/WIU-QC Campus 10/2/2023  
IMA Conference on Museums/WIU-QC Campus 10/3/2023  
Conference Session, STEPS IMA: Reflections by Dr. Lung 10/1/2023  
Conference Session, Things in Place by Dr. McClanahan-Simmons 10/2/2023  
Conference Session, Learning from Luchadores Dr. Lung  
and graduate students: Zachary Baraglia, Anna Griswold,  
Alex Nasharr, Elijah Sadler

10/3/2023 30

Prospective Student Meeting and Tour 10/1/2023  
Presentation for Amana Heritage Society, Dr. Lung 10/19/2023  
Museum Studies Program Presentation, Dr. Lung 10/24/2023  
Museum Studies/GEMS Movie Night 10/26/2023.  
Figge Student Night at the Museum 11/9/2023  
Prospective Student Meeting and Tour 12/4/2023  
Departmental/GEMS Graduation Celebration 12/8/2023  
Prospective Student Meeting and Tour 12/7/2023  
Prospective Student Meeting and Tour 1/11/2024  
Spring 24 Graduate Orientation 1/11/2024  
Museum Studies Virtual Recruitment Session 2/1/2024  
Prospective Student Meeting and Tour 2/10/2024  
SAU/WIU Program Collaboration MT 2/9/2024  
Museum Studies Virtual Recruitment Session 2/15/2024  
Prospective student meeting 2/23/2024  
Museum Studies Virtual Recruitment Session 2/29/2024  
Figge Trivia Night, WIU Museum Studies Team 3/8/2024  
QC Museum Partner Meeting, Putnam 3/5/2024  
Museums Studies Rock Island Rotary, Dr. Lung 3/19/2024  
WIU Graduate Research Conference Presentation 3/29/2024  
GEMS Group Meeting 3/25/2024  
QC Museum Partner Meeting, Figge 3/26/2024  
GEMS Group Meeting 4/1/2024  
Prospective Student Meeting 4/8//2024  
Museum Career Conversations Event Online and In-Person  
4/11/2024  
Department/GEMS St. Louis Trip 4/20/2024  
Anna Thomas Student Internship presentation 4/29/2024  
Department/GEMS Graduation Celebration 5/5/2024



**Western Illinois University  
Academic Affairs, Annual Reporting Documents  
Department Chairs, School and Program Directors, and Deans  
Academic Year 2023-24**

**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.

## **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:**

The WIU Libraries have a Bachelor in General Studies under their 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.

Instruction-

Accomplishments for 2023-2024

- Over 100 instruction sessions and tours for department classes and high school groups were taught in the libraries in 2023.
- Visits to the library research guides have remained a vital learning resource. During 2023, the guides were used over 100,000 times.

- Developed eight new library instruction videos and weeded and reorganized the Library Instruction YouTube channel.
- Updated the Libguides Library Database list and consolidated and reorganized changed department titles and resources.
- The unit in coordination with the library Curriculum Committee developed a 100-level course proposal and this was successfully approved resulting in the first new library course since 2017.
- Taught a total of 22 English 180 and English 280 classes in 2023 compared to 2 courses in 2022.
- Updated English 180 and 280 guides to be congruent with current assignments and programming.
- Upgraded new Google Analytics 4 platform and implemented analytics upgrade into LibGuides platform.
- Recoded Libguides Custom CSS to provide enhanced mobile device experience.
- Developed a proposal for the TRIALAB transition of CITR to the libraries.
- Assisted an English major preparing for an Honors Thesis. In preparation for the independent study in Spring 2024, devised a weekly schedule of topics, determined a textbook, outlined planned weekly readings, and discussed goals with the student. Total number of planning hours: 15 hours in the Fall 2023.

## Goals

The greatest challenge facing library instruction and student information skills development on campus was the decreased contact time students have with information professionals.

Some efforts are ongoing and may take different forms as we manage additional change. Increasing instruction sessions is a top priority. The reasons for the decrease are numerous and complicated. It may take time to regain traction with departmental instructors.

There is also great concern that students are not coming to us with adequate information skills, nor are they getting enough focused instruction in information skills in these areas.

This is a crucial step because as noted these students have few formal information resources, this at least shows them what they will be using and lets them get their firsthand library tools too.

To improve this situation we will continue improving collaborative efforts to work to further increase the number of English courses participating in library instruction.



In addition, library instructors taught information skills to five local high schools during the past year. We will continue reaching out to high schools through these sessions to improve college readiness for potential incoming students. Importantly, it shows the willingness of WIU library instruction to make sure they understand the resources and support they will get when they come here.

Finally, students and faculty are using more online videos and guide resources. This content and the structures that support it require ongoing updating, and the workload for developing and maintaining these materials grows along with the increase in online resource use. This is critical as learning continues to move to online, self-guided learning resources. These new efforts require extensive text, image, and video design work, as well as employing additional online teaching tools.

The shift to online teaching and resources is a fantastic opportunity to reach learners, but as is well known, it comes with the price of planning, funding, development, and management. If we are to support student information instructional needs, additional instructors and content developers are needed.

#### 2023-24 Instruction Unit Needs

- Increase personnel and work hours for teaching and developing library digital instruction materials.
- Adequate hardware and software to support digital communications and the development of online materials.

#### Archives and Special Collections-

As we navigate the digital age, the integration of cutting-edge artificial intelligence (AI) and machine learning (ML) technologies has redefined our archival landscape. Our innovative use of AI has not only elevated the public's access to our treasure trove of collections but has also streamlined our internal processes, enhancing productivity and accuracy.

Our collaborative projects and technological endeavors have led to the creation of engaging YouTube videos, bringing the stories of the Icarians, Edgar Lee Masters, and other significant historical narratives to a global audience. We've also harnessed AI to support our patrons, from drafting recommendation letters to curating exhibits that shine a light on Western Illinois's educational heritage.

The report that follows delves into the detailed activities and milestones achieved by our dedicated team. From the meticulous processing of new collections and the exceptional patron services rendered, to our dynamic outreach programs and staff engagements, we will recount the strides made in the last year.

We will also explore the strategic objectives set forth by our Assistant Records Management Officer, Lauren Dawson, as she spearheads initiatives to process historical documents, implement a campus-wide review plan for records, and enhance records management awareness.

Our financial investments, the expansion of our collections, and the recognition of our staff's expertise underscore our unwavering dedication to excellence. As we reflect on the past year's successes, we are reminded of our mission to ensure that the legacy of WIU and the broader Western Illinois community is not only preserved but celebrated and shared widely.

#### Archives/Special Collections/IRAD

Over the past year, the Archives and Special Collections at Western Illinois University (WIU) have seen significant advancements in the integration of technology within our operations. Notably, artificial intelligence (AI) and machine learning (ML) have been leveraged to enhance our services. AI-assisted projects included the creation of informative YouTube videos highlighting various aspects of our collection such as the Icarians, Edgar Lee Masters, French Illinois, and the Mississippians. These videos serve to both educate the public and showcase the depth of our archives.

Additionally, AI played a pivotal role in drafting a successful recommendation letter for a nursing program applicant, as well as in developing a draft finding aid for the Bill Edley Collection. It has also been instrumental in the curation of an educational exhibit on the third floor focusing on the history of education in Western Illinois.

#### *Acquisitions and Processing*

The Archives' dedication to collection development and patron services has remained robust. We have processed substantial collections, including 2 cubic feet of student organization records and the ongoing processing of the sizable Bill Edley Collection. For the University of Illinois Newspaper Project, they have accepted our recommendation of the digitization of the Canton Register spanning from 1861 to 1915.

This year, our patron services have been exemplary, with 1140 of 1280 patrons served. Our processing achievements include 577 theses and 71 photos. We have also managed to digitize indices created by IRAD and continued our diligent work on several collections, including those of former WIU journalism professor Bill Knight, local historian and folk singer Chris Vallillo, and longtime community figures such as Tom Carper.

#### *Staff and Intern Engagement*

The Archives has effectively managed a team of two IRAD interns, a graduate assistant, a regular student, and a volunteer. This team has contributed significantly to updating finding aids, processing incoming theses and vertical file materials, and creating book covers for new acquisitions.

#### *Collection Development*

Our focus on collection development has been multifaceted. We have continued our efforts to develop collections of regional importance, including the papers of Bill Knight and the forthcoming Tom Carper collection. We have acquired new materials, such as letters from the Civil War era and collections from regional historical societies.

#### *Outreach and Community Engagement*

Outreach has been a cornerstone of our activities, with presentations to classes and historical societies, including an IRAD presentation to the McDonough County Genealogical Society. Our staff has hosted meetings for local librarians and historical society leaders and has engaged with regional archives and special collections units.

We have collaborated with local educational institutions, providing on-campus experiences for high school students and discussions with a Macomb High School librarian about community-focused studies. Additionally, we have supported the Center for the Book in expanding biographical entries of authors from west central Illinois.

The Archives has been active in promoting local history, including organizing history days for local schools, updating the McDonough County Historical Society's website, and contributing to the WIU alumni publication with historical insights.

#### *Special Initiatives and Recognition*

Our commitment to preserving and sharing local history extended to participating in the statewide "The Land and the People Hold Memories" memoir project and assisting in historical research for various educational and literary projects. We also played an instrumental role in the preparation of historical content for the Heritage Days 2023 booklet.

#### *Contributions and Leadership*

Our staff's expertise has been recognized through elections to the Advisory Board of the Illinois State Historical Society and appointments to committees focusing on educational affairs. In addition, our involvement extended to the search for an outreach and engagement librarian.

#### *Financial Investments*

We have made substantial investments in our collection, ordering over \$700 in items for History stacks and a similar amount for the special collections. A significant order of \$1,300 in supplies marked the first large-scale purchase since 2013.

The Archives and Special Collections at WIU have had a year marked by technological innovation, significant collection development, and active engagement with our

community. Through our dedicated staff and the use of emerging technologies, we have expanded our services and outreach, ensuring that the rich history of Western Illinois is preserved, understood, and accessible to all.

## Records Management

Since assuming the role of Assistant Records Management Officer, Lauren Dawson has acquired several key skills and competencies. She has successfully learned to complete Records Disposal Certificates and adeptly navigate the retrieval of records and archives for various stakeholders. Despite these early accomplishments, the Assistant Officer acknowledges that there is a broad spectrum of knowledge yet to be mastered. With a forward-looking perspective, the Assistant Officer has established clear objectives for the forthcoming months. A primary goal is to ensure the meticulous processing of historical documents.

Additionally, there is a strategic initiative to devise a systematic review plan for records across all offices within the campus environment. This initiative is expected to foster a structured and consistent approach to records management.

Another significant aim is to heighten the visibility and understanding of records management at Western Illinois University (WIU). This will be achieved through targeted outreach efforts and providing individual assistance, thereby reinforcing the importance of records management within the corporate culture and promoting best practices.

The importance of compliance with regulatory frameworks such as the Illinois State Records Act 5 is also underscored by the Assistant Officer's intention to regularly disseminate email reminders. These communications, planned for the onset of each semester, will serve as a prompt for the appropriate disposal of records, ensuring adherence to statutory obligations.

Lastly, the Assistant Officer has expressed an innovative ambition to incorporate artificial intelligence within their outreach initiatives. By the conclusion of the summer, the goal is to produce an educational AI video about Records Management. This video is intended to elucidate the concept and advantages of effective records management, demonstrating its value to the entire university community.

## Curriculum Library-

During the Spring semester of 2023, the staff of the Curriculum Library supported classes in the College of Education and Human Services, the Speech Pathology and Audiology and Womens Studies Department by:



- 3 tours with 56 patrons in attendance
- 4 class came to the Curriculum Library to browse and work on class projects with 63 patrons in attendance.

During the Fall semester of 2023, the Curriculum Library supported classes in the College of Education and Human Services, the Communication Department, the Sociology Department and Discover Western by:

- 3 Discover Western tours with 39 people in attendance
- 1 class with instruction given with 27 patrons in attendance
- 5 tours with 79 patrons in attendance
- 5 other time class came in to use the Curriculum Library materials during class period with 57 patrons in attendance.

This is information on “staff training”. Not exactly sure what you wanted included here so do as you wish with this information. If you need more details feel free to telephone or email.

- The full time staff of the Curriculum Library completed the required Ethics Training and Sexual Harassment and Title IX.
- The full time staff and three student assistants of the Curriculum Library completed the required Preventing Sexual Harassment training during Fall Semester.
- Trained one new student assistant during Fall Semester.

Children’s Literature Examination Center (CLEC)

General News:

- We will need to send out annual letter to publishing companies, will work with SOE to get this done in the Spring 2024 semester. Continuing this year is the fact that age/grade/reading level information has been added to both the books and the online database. Items also have award information entered in book and online database. It is housed and maintained within the Curriculum Library by its staff in a separate collection. The organization of this is based on 13 different genres, the books are then arranged by author’s last name within the genre. The collection is still predominately only receiving items from one publisher (Candlewick), there are a few that come in from others but they represent the vast majority of review items. One publishing company has moved to only electronic review items and the links to these are placed on the CLEC webpage for the first half of the year, we haven’t received anything since May.

Collection Count and Transfers:

- 290 books transferred to Curriculum Library collection
- 348 books received in 2022 (2 fewer than received in 2021)
- 328 books received in 2023 (20 fewer than received in 2022)
- 676 books currently in CLEC collection (23 fewer than end of 2022)
- 34 books in Lueck collection transferred to Curriculum Library
- 0 books purchased for Lueck collection
- 26 books in Lueck collection
- **Use of Books:**
- Check out log = 0 check outs in spring 2023, 0 check outs in fall 2023

#### Lueck Books Collection:

- Lueck books are purchased each summer. Each book has a Lueck Collection label and is added by genre to the collection. These books remain in CLEC for two years and are distributed annually to the Curriculum Library (ex. Books purchased in 2022 transfer to Curriculum Library in 2024).

#### Open House:

- In 2023, there was not an open house because of no interest and no Science Update Conference. This marks the fifth year we have not been able to have the open house. Plans are not currently in place to have the open house again in 2024. In the beginning of 2024 will have a conversation with SOE to see if an open house will occur, if it does it will coincide with the Science Update Conference.
- If we proceed with the open house invitations will need to be sent to area principals, WIU administrators, University Library members, select retirees, WIU Day Care, Tele-Stars announcement.

#### FY'25 Goals for Curriculum Library

- Continue to provide as an up-to-date collection in the Curriculum Library as the ever shrinking/no materials budget will allow. We will do this by continuing to work with representatives from textbook publishing companies and the groups from the College of Education and Human Services that donate items to the Curriculum Library collection. We will also continue to do periodic weeding projects to keep the materials that are on the shelves as up-to-date as possible. (*HVHE Goal & Action – Academic Excellence & Action 1: Commitments to teaching and learning*)
- Continue to work with the faculty in the College of Education and Human

Services and beyond to assist in their classroom instruction. We will do this by working with the faculty to develop time in class schedules to allow for instruction on searching for materials in Curriculum Library, provide tours of the Curriculum Library for their classes and their bringing classes into the library during class time for projects. *(HVHE Goal & Action – Academic Excellence & Action 5: Information technology infrastructure)*

- Will offer services that better match the needs of our patrons in relationship to both for what they are asking and what we perceive their needs to be. *(HVHE Goal & Action – Academic Excellence & Action 5: Information technology infrastructure)*
- Have a book sale in the Curriculum Library during the Fall of 2024. Items for the book sale would come from donated materials not retained for the collection, items withdrawn from the collection during normal weeding process and other sources that might arise.
- Add/update web content to the Curriculum Library webpage. This can include the creation of libguides and access to public domain children’s books.
- Pursue all available avenues in an effort for funding the purchase of new elementary and middle grade level textbooks for the collection. Especially for course need in the Social Sciences. *(HVHE Goal & Action – Academic Excellence & Action 1: Commitments to teaching and learning)*
- Work with the School of Education, within the College of Education and Human Services to regain donations for the Children’s Literature Examination Center that have fallen off due to the COVID-19 pandemic. *(HVHE Goal & Action – Academic Excellence & Action 1: Commitments to teaching and learning)*

#### Quad Cities Library-

Vision: The WIU-Quad Cities Library serves as the primary portal to scholarly information for the Western Illinois University-Quad Cities community. We endeavor to offer superior service and a welcoming, collaborative workspace for our students, faculty and staff.

Mission: The WIU-QC Library provides comprehensive library access and instruction, effectively extending all aspects of University Libraries' services to the Western Illinois University-Quad Cities community.

2023 was the first full year I served as coordinator of the WIU-QC Library. My role is different from my predecessor's in that I have more non-QC Library responsibilities, including the BGS program and teaching in the CSP Program. That has forced me to rely more upon the QC Senior Library Assistant for more day-to-day responsibilities than in years past. Our arrangement is such that Brittany is the primary public service staff member, and I am on call for more detailed inquiries. Brittany is the supervisor for the undergraduate student assistant and the graduate assistant. For the most part this system has worked, but I do sense that some QC faculty members wish I had a greater physical presence in the library when they drop by. We are all adjusting, and I do make myself available to them at their convenience for more detailed reference inquiries and for in-class instruction.

Quad Cities Library accomplishments for 2023:

- 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. We have also done a substantial amount of planning and external fundraising for a fall 2024 conference we will host at the



QC campus. This conference will serve to highlight the Leibovitz Collection and educate local teachers about the current state of Holocaust Education.

- Brittany continues to work with records management on the QC campus. She has made great strides in getting QC offices to fill out the correct paperwork and follow state procedures for handling state records.
- Instruction continues to be minimal. I worked with two Counselor Education courses and two Museum Studies courses.

#### Quad Cities Library goals for 2024

- 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 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.
- 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-

#### Reference Unit Accomplishments for 2023

#### Research Facilitation

- Answered thousands of wide-ranging reference questions. Examples include...I need:
  - an original newspaper article for COMM 333 relating to details about the sinking of Titanic.
  - to browse issues of *Journal of American History* to find dates of a conference in the 1970s.
  - info about Charles Odds, who did sketches for silent films, particularly any connection to Iowa.

- books that will help me learn Spanish. I don't want ebooks.
- an article about universal design for learning for special education.
- young adult romance fiction.
- sources on "creating action plans" for an engineering technology assignment.
- a peer reviewed journal article about how Donald Trump claimed that Barack Obama was not born in the United States and therefore ineligible to be president (even though he was born in Hawaii).
- an APA guide that goes into aspects other than the bibliography.
- older Rolling Stone magazines from the 80s and 90s.
- articles written contemporary to the Atlantic slave trade, comparing those by African American versus West African writers.
- Facilitated safe, collaborative communication with patrons by use of outward-facing technology (secondary monitors, keyboards, and mice).
- Collaborated closely with Student Learning Center and First Year Advising to promote student success. Also liaised with instructors of new or especially challenging assignments to clarify the support we could offer.
- Demonstrated our services' contributions toward student success and community support as evinced by patron responses to email and chat reference assistance:
  - WIU Student looking for two "expert sources for the 9/11 plane crash": "This is great, thank you so much!"
  - "Thank you...for your research support. I've exhausted all other avenues, and we are currently in galleys, so I deeply appreciate it!"
  - WIU Faculty: "Thanks so much for working on this. I really appreciate it. I put in a request for the book myself via interlibrary loan, so we will see what will happen. Thanks for all your time and attention on this!"
  - "Thank you so much for this! What a great group you all are. That guide is so top notch, and I really appreciate the super-fast turnaround."
- Assisted patrons with increased, diverse digital content, including ebooks and streaming media; discussed platforms and associated technologies at unit meetings.

### Training, Teaching, and Programming

- Oriented new Digital Scholarship, Area Studies (CT Vivian), and Outreach & Engagement librarians to the Malpass Reference Desk.
- Reference librarians engaged in work educating the campus community on AI:
  - A reference librarian chaired AI Taskforce for the Faculty Senate.
  - Fall AI Brown Bag series of four workshops on AI topics.
  - A total of 38 AI presentations or consultations.
- Continued to offer professional development for reference staff on types of reference questions and tools as well as on DEIA-related issues.

- Helped plan, organize, and publicize our annual WIU Authors reception. For 2022, we had 263 citations from 186 WIU authors.

#### Collections and Tools

- Spent the reference unit allocation of \$13,000, and maintained a wish list of monographs and serial volumes to be purchased in FY24 should funds be available.
- Began evaluation of the print reference collection and removed 670 outdated titles.
- 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 2023:
  - A total of 15 copyright consultations with faculty on intellectual property issues.
  - Michael was 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>

#### Facilities and Technology Support

- Continued to monitor titles in storage and Reference stacks for new mold outbreaks.
- Continued to monitor areas liable to leakage over Reference Stacks.

#### Reference Unit Goals FY2024

##### Research Facilitation

- Continue our primary function of educating our students, staff, faculty, and community users in multiple modalities, those at a distance as well as those on the Macomb campus.
- Stay current on the ways that AI will or may affect reference services.
- Explore ways that the Reference unit can tailor services for or promote specifically to REACH, General Studies, graduate students, international students, and other groups, and coordinate with the Center for Undergraduate Research and the Digital Scholarship Center on those efforts.
- Schedule summer 2024 hours to accommodate Summer Bridge Program students.
- Continue to assist patrons with an increased amount and more diverse selection of digital content obtained through purchases, including ebooks and streaming media from various companies.

- Enhance visibility of reference services, staff, and resources through various mediums.
- Continue, enhance, or initiate cooperation with all campus entities promoting student success: First Year Advising, Student Learning Center, University Writing Center, Centennial Honors College, Center for Global Studies, Admissions, etc.
- Foster open communication with departmental faculty about their assignments and how best to assist their students.
- Consider ways to better support students in other General Education classes as well.
- Explore ways to gather acknowledgements given by authors in published books, chapters, and articles to Reference staff members for their research assistance. This is a qualitative measure that could show the impact of our services.

#### Training, Teaching, and Programming

- Orient any new librarians to the Malpass Reference Desk.
- Continue to engage in work educating the campus community: including but not limited to committees, workshops on AI topics, and consultations.
- Continue our unit orientation sessions on the reference collection, both print and online.
- Continue professional development workshops for staff to increase knowledge; extend these workshops to other interested library staff and, when appropriate, through WIU's professional development entity (formerly CITR; proposed name TRIALAB).
- Create a guide to assist users with the scanning station.
- Plan, organize, and publicize our annual WIU Authors reception.
- Plan, organize, and publicize a Banned & Determined celebration of ALA Banned Books Week.

#### Collections and Tools

- Make the best use of available funds to purchase the items that will keep the collection relevant and useful. In addition, seek ways to maintain a good reference collection when no funds are available.
- Maintain a wish list to aid development efforts despite current lack of a library development officer.
- Determine whether there are material/resource formats we could offer that would facilitate various student cohorts' (like General Studies) success.
- When purchasing for the collection, continue to consider diversity, equity, inclusivity, and access.
- Continue comprehensive evaluation of the print reference collection with the goal of removing outdated material; with the space gained, shift print materials out from under the leaks.

- Update print handouts and directional materials (and online versions) when appropriate.
- Maintain and expand RefTools webpage/system.
- With Instruction, continue maintenance of Reference Guides:  
[http://wiu.libguides.com/sb.php?subject\\_id=82651](http://wiu.libguides.com/sb.php?subject_id=82651)
- Evaluate items in URL Database and add the most appropriate to RefTools database.
- With Information Systems, maintain and improve the WIU Authors database interface.
- Add thousands of retrospective entries dating back to the 1920s to the WIU Authors database.

#### Facilities Enhancement and Technology Support

- Continue to guard against issues of mold and leaks in the Reference area.

#### Reference Unit Needs FY2024

#### Research Facilitation

- Maintain collaboration with College of Arts & Sciences to support Gale literary databases and OED.
- Increase funding to provide resources that support faculty in providing a world-class education. Interlibrary loan cannot meet these needs.
- Hire additional faculty so that WIU Libraries can fully meet its teaching, research and service mission. For reference, more staffed hours are needed to support online and non-traditional students.

#### Facilities Enhancement and Technology Support

- \$602 to subscribe to Library H3lp, live-chat software that includes an SMS (text) option. A subscription is \$552 annually for schools our size, plus a \$50 add-on package for text messages.

#### Resources Management Services-

Though a collective whole, for clarity within this report the RMS Unit's accomplishments and goals are primarily subdivided into our functional areas of: Acquisitions, Cataloging, Digitization, E-Resources/Collections, Information Systems, & Web Services.

#### CY2023 RMS Unit Accomplishments



## Acquisitions

Reported by Haley Hickenbottom, Library Operations Associate

- Ordered and processed approximately \$98,200 in library materials (Spring 2023), including e-books, monographs, DVDs, and music materials.
- Successfully managed another fiscal rollover from FY23 to FY24 (Alma).

## Cataloging

Reported by Brian Clark, Cataloging Librarian

- The Cataloging area added 3,251 physical items to the WestCat Library Catalog (including purchases and gifts), during 2023. Source: Alma Analytics Report. "CYStats: Bibs Cataloged During CY (Revised)," March 29, 2024.
- Jennifer Dagit was promoted to Senior Library Specialist.
- Heather Piper was promoted to Library Operations Associate
- Withdrew several titles for Reference weeding project
- Cataloged Spring 2022, Fall 2022, & Spring 2023 Music Recitals
- 70 Theses were added to the catalog
- 80 ebooks were added to the catalog
- Removed 78 old LibGuides that were out of date
- Jennifer withdrew all GovPub CD-ROMs to help prepare the 4<sup>th</sup> floor office for Area Studies staff.

In support of the Area Studies Collections, 133 titles were added to the Asia/European Collection, 42 to the Africa/African-American Collection, 35 to the Hispanic/Latinx Collection, 40 to the Middle Eastern Collection, 4 to the Anti-Racism/Genocide (QC) Collection, and 24 titles to the Women/Gender/LGBTQ+ Collection.

We continue to catalog new purchases and donation items for the Music, Graphic Novel, Main Stacks, Archives Special Collections (ASC), theses, Quad City, and

Holocaust Collection. We have added replacement copies of lost/damaged materials, enhanced the metadata to the generic records in ASC, and continue to update local name authorities and records requested from catalog error reports.

We have also continued to maintain a Project Management Spreadsheet (available & shared on Google Drive) to keep track of our various cataloging projects.

## Welcome Desk

Reported by Heather Piper, Library Operations Associate

- Created online form for welcome desk questions
- Created FAQ list for the Welcome Desk and shared the link with Kent to add to the library's welcome page
- Implemented attendance policy for student workers at the Welcome Desk
- Created student guidelines for the Welcome Desk

## E-Resources & Library Collections Management

Reported by Hunt Dunlap, Unit Coordinator

- Heather Piper was trained by Craig Whetten on collecting library subscription database usage statistics for IPEDs. A total of 435,083 uses (mostly item downloads) were compiled by Heather for the annual IPEDS report, submitted for FY23.
- Hunt compiled and submitted physical/electronic holdings and circulation FY23 statistical data regarding monographs, media, e-serials, and e-books for IPEDS:

### Physical Titles

Books: 684,822

Media: 98,020

Serials: 14,360

Digital/Electronic Subscription Databases: 128

Library Circulation (Local/I-Share): 6,594

Digital/Electronic Media Total: 192,094

- Hunt created a new "Area Collections" processing area so that incoming materials could be effectively sorted and organized in preparation for Cataloging and classification. The collection names were standardized and abbreviations assigned for use in spine labeling, and OPAC display. Hunt coordinated with Sol Cátala-

Valentín on material transfer and display of new materials for these new collections on 4<sup>th</sup> floor.

## Information Systems

Reported by Hunt Dunlap, Systems Librarian & Web Coordinator.

### Systems

Hunt administered the *Alma* integrated library management system, the *Primo VE* OPAC/Discovery system, and other public-facing user interfaces and systems supporting library operations, assisting library personnel/users, and troubleshooting issues.

- Coordinated with uTech technical staff in installing the *DSpace* digital repository system (i.e., W O N D E R). Designed, coded and configured the customized user interface according to the library's needs.
- As I-Share Liaison between CARLI and WIU Libraries, Hunt coordinated communications, organized/promoted staff participation in training & performed liaison/sys duties (e.g., testing, filing WROs, troubleshooting).
- In support of *Alma*, recommended workflow improvements, troubleshoot issues, created documentation (e.g., narrated screenshots), triaged system issues & disruptions. Provided training & assistance to library personnel.
- Coordinated with AIMS staff to process XML-formatted patron loads. Ran *Alma* sync processes, troubleshoot errors, coordinated with uTech/ AIMS to maintain CAS/Single-Sign-On support, & assisted staff/users.
- Collaborated with library personnel to resolve *Alma* circ issues (e.g., wrote new Rules/TOUs to ensure proper settings were applied), and worked with catalogers to enhance processes and improve *Primo VE* display.
- Designed SQL reports and fulfilled "on-demand" *Analytics* reports, including: natl./state surveys, accreditation reports, & shelf lists for units, depts., etc.

### Selected Systems Supported

Coordinated and regularly maintained key information systems, facilitating user access to information resources and services, including:

- *Alma* ILMs (modules for Cataloging, Circulation, Reserves, Analytics, E-Resource Management, Link Resolver, Authentication, etc.)
- *Primo VE* (OPAC)
- *EZproxy* (OCLC): admin/configuration
- PHP (Local Codebase): programming, maintenance, support
- File Server: programming and support for streaming music, videos, etc.
- Production Server
  - *Kimai* (system used by Access Services, Digitization, Music Library)
  - *Drupal 10.x* instances
  - *Areas Studies Collections DB*
  - *American/IL Business Hall of Fame* sites
  - *WIU Authors Citation Archive*
- MySQL platforms (40+ dbs)
  - *RefTools* (reference-curated resources), *WIU Music Recital Archive*, *DB Management System*, etc...
  - PURLs database (persistent linking to WIU collections)
- *ContentDM* (CARLI-hosted): admin/authorization. Provides access to *Western Courier*, *Historical Society Newsletters*, *WIU Yearbooks*, etc.

## Programming/Applications

- Hunt further refined the new “Lib Form Pro” form processing system he recently developed with PHP. It is customizable & can process almost any HTML input, submitting to multiple emails & discrete, database formats. It runs the Reference Unit’s “Ask a Librarian” webform, the “Incident Reports” form, and all other forms on the Libraries’ website.
- Due to revised tech standards, further updated the *Firefox & Chrome*-based *WIU Libraries Research Panel* browser extensions [wiu.edu/libraries/infosysdig/rezpanel]

## Web Services

Reported by Hunt Dunlap, Systems Librarian & Web Coordinator, and Kent Garrison, Web Specialist I.

The library homepage (wiu.edu/libraries/) rose to the 4<sup>th</sup> **overall position for campus web usage for 2023**. Up one spot since 2022, this ranking denotes the most popular standing webpages off the wiu.edu front-page (excluding generic e-portals, e.g., *Email*, *STARS*, *WO*) per unique user session and total pageviews. Overall, campus web usage

is markedly down from pre-pandemic levels. Despite these changes, the Libraries' web presence has remained strong (see Stats in Appendix).

Online users are discovering WIU due to innovative resources and services delivered by the Libraries' web presence. For the second straight year, the Libraries frontpage ([wiu.edu/libraries/](http://wiu.edu/libraries/)) **ranked 1st in total campus landing visits** (pages through which e-visitors initially entered the *wiu.edu* domain), off the university's flagship homepage ([wiu.edu](http://wiu.edu)). WIU Libraries ranked 1<sup>st</sup> in 2022, 2<sup>nd</sup> in 2019 & 2020, and 3<sup>rd</sup> in 2021. Cumulatively, the Libraries' webpages brought over **30,000 new users to WIU!** Annually, we coordinate, develop and maintain the Libraries' web presence (1,200+ *OmniUpdate* pages) in accordance with WIU standards and accessibility guidelines (see Stats in Appendix).

- During 2023, Hunt delegated more technical responsibilities to Kent Garrison as he became proficient in maintaining and regularly upgrading Drupal assets. Kent regularly performs sitewide file and database storage backups to protect Libraries' data. Kent regularly updates and upgrades Drupal systems, currently standing at the latest version (10.2.4).
- The Libraries' new partnership with the *Illinois Business Hall of Fame* and *American National Business Hall of Fame* (Dr. Richard Hattwick) has brought two external website domains ([ibhf.org](http://ibhf.org) / [anbhf.org](http://anbhf.org)) for us to maintain and enhance. Hunt has been regularly corresponding with Dr. Hattwick, clarifying vision and suggestions for improving the websites. Kent has worked hard to upgrade and enhance these websites based on Dr. Hattwick's recommendations.
- Kent collaborated with others to create the "Home Away From Home" webpage for new WIU students in fall 2023.
- Hunt & Kent maintained the library's instance of the campus-wide *OmniUpdate* CMS & [wiulibraries.org](http://wiulibraries.org), including troubleshooting, coding, etc.  
Coordinated with library units to create & maintain news releases, hours, calendars, web forms & links; designed graphics authored/edited copy.
- Maintained the Libraries' web presence in accordance with WIU standards & state/fed./intl. accessibility laws & guidelines (e.g., Sec508, IITAA, W3C).



- Maintained and backed-up core relational databases and interfaces, and provided targeted reports on library website usage via *Google Analytics*.

#### Unit-wide

- Held both ad hoc and periodic scheduled meetings to discuss issues, troubleshoot problems, and share information.

#### FY2025 Resource Management Services – Unit Goals

#### Unit-wide

- Continue to seek collaboration opportunities to help us be more efficient, accurate, flexible/nimble, and forward-looking...
- Continue efforts to organize and better integrate *Alma* capabilities, making workflow modifications to improve efficiencies and services
- Identify and celebrate the diverse ways the RMS unit contributes to the life of WIU Libraries, the University, and beyond...

#### Acquisitions

Reported by Haley Hickenbottom, Library Operations Associate

- Expend the budget allocations per associated funds
- Continue to train, troubleshoot, and collaborate in developing new workflows and skills in using *Alma*.

#### Cataloging

Reported by Brian Clark, Cataloging Librarian

- Continue to gain knowledge on better utilization of *Alma* and its new Metadata Editor. Work to enhance workflows & continue migration clean up.
- Continue to successfully complete activities described in the cataloging "Project Management Spreadsheet."

#### E-Resources/Collections

Reported by Hunt Dunlap, RMS Unit Coordinator

With the resignation of the E-Resources & Collections Librarian we are now juggling a number of responsibilities that require full-time professional oversight. Brian has taken on many important E-Resource Librarian duties as he contacts vendors to troubleshoot issues and resolve serial coverage questions. He is also performing a number of duties within the Alma system which would typically be performed by the E-Resource Librarian. Hunt has taken on additional tasks on the Collections side as a number of questions have arisen about processing Area Collections materials and other general issues.

We foresee this void only growing, and request that the E-Resources & Collections Librarian position be filled at the earliest opportunity.

#### Information Systems/Web Services

Reported by Hunt Dunlap, Systems Librarian & Web Coordinator

##### Library System

- Effectively provide I-Share Liaison services (e.g., distributing info, troubleshooting, filing WROs, coordinating timelines), facilitating CARLI-WIU communications to enhance operations, workflows, & services.
- Assist library units and coordinate *Alma* training to improve workflows & resolve issues. Continue to create training resources.
- Coordinate with technology providers/partners (e.g., uTech, AIMS, CARLI, OCLC, Ex Libris) to maintain successful operations.
- Perform regular *Alma* maintenance tasks including: annual FY Rollover, circ-calendar updates, patron file updates, backups, maintain staff roles, etc.
- Continue developing competencies in *Analytics* reporting (e.g., shelf lists, book orders) based on the needs of library units, acad. departments, etc.

##### Web/Programming/Other Services

- Continue to customize and configure the *DSpace* (W O N D E R) digital repository system according to the library's needs.

- Continue development and redesign work related to the [ibhf.org](http://ibhf.org) and [anbhf.org](http://anbhf.org) websites in conjunction with Dr. Hattwick.
- Continue advocating for campus website management/marketing to update and modernize the WIU web presence, while maintaining the Library's visibility, access, and standing.
- Further integrate *Alma/Primo VE* services into the library's existing web framework (long-term, using *Ex Libris* APIs to provide new services).
- Develop new *Angular* coding skills (*Primo VE*'s native JavaScript framework) to help implement goals of library's *Primo VE* Task Force.
- Implement new/updated applications while maintaining core systems.

#### CY2023 Selected RMS Accomplishments in Service & Publication

- Brian Clark served on the Council for Instructional Technology, and the Student Judiciary.
- Hunt Dunlap served on the University Technology Advisory Group (UTAG, 2013-Present), and serves as a Trustee of University Professionals of Illinois, Local 4100.
- Heather Piper served on the Outreach and Engagement Librarian Search Committee.

#### FY2025 New/Continuing RMS Personnel & Equipment Requests

##### Personnel Needs

- Request the filling of the "E-Resources & Collections Librarian" position, which became open upon Craig Whetten's resignation.

##### Equipment Needs

- Ongoing funding (Foundation account) for the domains and computing resources related to Dr. Hattwick's Hall of Fame partnership w/ Libraries.

#### Area Studies Research Center and Collections-

## Achievements 2023-2024

### *Diverse hiring*

- Recruited team members with different cultural backgrounds, fluent in multiple languages. Our team includes three international students from Afghanistan, Nigeria, and Spain, as well as a Mexican American undergraduate student.
  - Latifa Yari: English & Persian (Fluent); Russian (Intermediate); Pashto, Urdu & Arabic (Basic).
  - David Ramírez: English (Fluent), Spanish (Fluent), minor in French.
  - Carla Flores Garcia: International student from Spain; speaks English (Fluent) and Spanish (Fluent).
  - Damilola Oluwemimo: International student from Nigeria; speaks English (Fluent), Yoruba (Fluent), Igbo (Fluent), and French (Basic).
  - Impact: Enhanced understanding of collection regions and expanded access to diverse materials.

### *Training*

- Task Management: Guidance provided on using tools such as Trello and Google Drive for effective task management and team collaboration.
- Research Skills: One-on-one discussions focusing on critical thinking, analysis, and interpretation of region-specific information aligned with area studies collection policies.
- Document Management: Instruction covering organization, access, and maintenance of digital documents and other files.
- Cultural Sensitivity: Discussions addressing ethical considerations when handling culturally sensitive materials and engaging with diverse groups.

### *Technology and Access*

- Website Development: Creating a user-friendly website with interactive maps for accessing digital collections.
- Digital Repository Integration: Administrative access obtained for seamless integration of digital materials.
- Institutional Email: Establishment of a centralized communication channel within the team and with patrons.

### *Collection Development*

- Subject Scope Definition: Defined core subjects focusing on Social Sciences, Humanities, and Liberal Arts, aligning with critical contemporary issues.
- Physical Resources Organization: Resources available through the library of congress surplus program have been located on the fourth floor near the Area Studies Research Center and Collections for easy access and checkout by patrons
- Digital Resources:

### *Digital Resources*

Efforts were coordinated to curate digital resources, including scholarly materials, government publications, and content from civil society groups.

- Hispanic/Latinx and Caribbean Studies:
  - Top Countries: Mexico, Argentina, El Salvador
  - Civil Society Organizations: 100 identified
  - Focus: Politics, government, women, gender, LGBTQ+ issues
- African and African Diaspora Studies:
  - Top Countries: United States (African Diaspora), Brazil (African Diaspora, Afro-descendant communities), Colombia (African Diaspora, Afro-descendant communities)
  - Civil Society Organizations: 200 identified
  - Focus: Social issues (racism, poverty, gender violence), cultural preservation/identity, immigration/migration
- Middle Eastern and Diaspora Studies
  - Top Countries: Afghanistan, Israel-Palestine,
  - Civil Society organizations: 200 identified
  - Focus: Taliban's impact (women's rights and ethnic cleansing), ongoing war, and human rights violations.
- Asian-European and Diaspora Studies
  - Top Countries: Spain, Russia and Ukraine
  - Civil Society organizations: 15
  - Focus: Autonomic Communities in Spain (cultural preservation and identity), Refugees/Immigration, Healthcare Crisis, and European/ (Africa) Wars.
- Women, Gender, and LGBTQIA+ Studies and Antiracism, Intolerance, Genocide, and Holocaust Studies
  - The materials curated from the area studies collections is strategically directed towards building the Women, Gender, and LGBTQIA+ Studies collection and the Antiracism, Intolerance, Genocide, and Holocaust Studies collection. This approach acknowledges materials on these issues on a global scale, creating connections between collections and enabling a focus on intersectionality.

### Goals 2024-2025

- Needs Assessment: Conduct a needs assessment targeting faculty member and other scholars across different academic programs and departments who focus on area-studies related topics.
- Advisory Board: Establish an advisory board to support ongoing development of collections and initiatives in area studies research.
- Evaluate existing materials in WIU's general collection to identify resources aligning with the area studies collection policy.



- Collaborative partnerships within and outside WIU to expand collections and facilitate scholarly activities.
  - Collaborate with WIU Libraries centers and initiatives for scholarly events promoting area studies research.
  - Establish partnerships with other libraries for consultation and resource sharing, facilitating information exchange and collection development efforts.
  - Collaborate with community organizations to promote community engagement and curate collections using a transdisciplinary approach

#### Needs for 2024-2025

Damilola Oluwemimo and Carla Flores Garcia, both Graduate Assistants, will be graduating in May 2024. With Damilola's upcoming graduation, it's necessary to make sure her duties continue smoothly, especially those related to accessing and curating diverse materials for the African-American, African and African Diaspora Studies Collection. Ekene Michael Admin, who is already a GA at the library, could potentially step in for Damilola. Additionally, Carla Flores will be graduating as well, it will be necessary to hire a new student with strong computer science skills, specifically in PHP, to maintain and improve the Area Studies Research and Collections websites website.

#### Center for Undergraduate Research-

Libraries have long been the center for research support on university campuses; however, faculty across university campuses tend to do research in solitude or with a research team, but few across campus know the work of their colleagues, especially in other departments or colleges, even when it might be beneficial to collaborate or to exchange ideas. This proposal is for the Western Illinois University Libraries to become the research center at WIU, providing research support as we have done for decades, but also providing a clearinghouse where faculty scholars and students can exchange ideas and methodologies, seek collaborators, and learn about grant opportunities and publishing venues.

This initiative will support faculty, graduate students, and undergraduate students who are embarking on research projects of all kinds. An important part of the research center will be the Center for Undergraduate Research, which is focused especially on the research productivity of undergraduate students. In the 2024-2025 academic year, the Center for Undergraduate Research will be the primary focus for this new initiative.

#### **Mission**

The mission of the Center for Undergraduate Research is to cultivate a culture of research among undergraduate students at Western Illinois University through educational programming, individual research consultations, and collaborative initiatives across campus.

## **Vision**

To empower Western Illinois University undergraduates to become lifelong researchers, shaping the future through discovery, innovation, and scholarly contribution.

## **Objectives**

- Increase the number of undergraduate students engaged in research activities, as measured by the percentage of undergraduates who complete an honors thesis or who participate in the Undergraduate Research Day.
- Collaborate with the Centennial Honors College or the Resident and Visiting Fellows Program to sponsor two research-related events per year to raise awareness about research activities and to develop research skills among undergraduates.
- In collaboration with the Centennial Honors College and academic departments, publicize opportunities for students to present their research at conferences or publish their work in undergraduate journals.

Connection with the Digital Scholarship Center and the Area Studies Collection

The Center for Undergraduate Research will be working in concert with the Digital Scholarship Center and the Area Studies Collection.

## **Activities**

During the 2023-2024 academic year, the Center for Undergraduate Research has been a pilot project during which time we have been gathering information about existing activities on campus that are related to this initiative, learning about individuals and programs that might be collaborative partners, and building a foundation for growth with initial programs. A few accomplishments from this year:

- With the Centennial Honors College, we devised guidelines for students who are writing an honors thesis to supplement departmental guidelines. The guidelines include formatting requirements, content requirements, and submission guidelines. The Honors Council has approved the guidelines, and

Dean of the Honors College Dr. Lorette Oden is presenting the guidelines to the department chairs soon. Honors Thesis Requirements

- As an extension of the Honors Thesis Requirements, we established structures and procedures for students to submit their theses to be published in WONDER, which is the WIU Libraries digital repository, part of the Digital Scholarship Center. We have created a [form](#) on which students enter information about themselves, they add metadata about their thesis, and then they upload a pdf of their thesis so that it can be made accessible online through our digital repository.
- In collaboration with the Centennial Honors College, the Center for Undergraduate Research is offering one or two \$500 scholarships for undergraduate students who are doing field research in the summer of 2024. The [application form](#) includes the [evaluation criteria and rubric](#), as well as an explanation of the requirements. This scholarship was funded by a private donor and by the City of Macomb. We awarded the scholarship to English major Karissa Geisinger, who will be traveling to the University of Oregon to research life and literary work of Chicago native Alice B. Sheldon, also known by her nom de plume James Tiptree, Jr.
- The Resident and Visiting Fellows Program is intended to foster interdisciplinary research that makes use of the WIU Libraries collections, resources, and/or space and showcases the research process for the WIU undergraduate population. This program invites both WIU faculty members and scholars from other institutions to establish a formal partnership with WIU.

Libraries for a semester or summer, engaging in focused research. Fellows may also contribute to the development of WIU Libraries' collections. In addition, scholars will lead workshops on topics such as research methods to guide undergraduate students in scholarly research.

In the spring 2024 semester, we are hosting our first two resident scholars: WIU Professor of English Dr. Richard Ness and Professor of Anthropology Dr. Heather McIlvaine-Newsad.

Ness is assessing and enhancing the international film holdings at WIU Libraries, aligning with the strategic goal of building area studies collections. These include Hispanic-Latinx and Caribbean Studies, Africana and African Diaspora Studies, European and Asian Studies, Middle Eastern Studies, Anti-Racism, Intolerance, Genocide and Holocaust Studies and Women, Gender and LGBTQIA+ Studies. Ness's

efforts will significantly contribute to expanding the libraries' film holdings in these designated areas.

McIlvaine-Newsad is undertaking two projects during her sabbatical. She aims to create a book proposal featuring the best commentaries from the last 10 years aired on Tri-States Public Radio (TSPR), the Western Illinois NPR affiliate. Additionally, she will study the inequities in health care access for populations with disabilities during the COVID pandemic. As part of her research, she will conduct a workshop for the CUR on how researchers, regardless of their field, can employ anthropological methods such as interviewing, focus groups, surveys and participant observation to gather and analyze data.

## Plans

We plan to build on the projects that we have already begun in the years to come. A few ideas are as follows:

- As part of our collaboration with the Centennial Honors College, we plan to strengthen the connection between the WIU librarians and the faculty and students in the Honors College. Through the Honors College advisors Jeanne Gage and Krista Skein, we plan to offer individual research consultations with librarians for all students completing an honors thesis.
- As part of our collaboration with the Digital Scholarship Center and the Area Studies Collection, the Center for Undergraduate Research will be a collaborative learning space for students to develop research ideas, consult with librarians, or work with other students.
- As we establish relationships with teaching faculty across campus, we will sponsor workshops about research methods, the research process, and other research-related topics for undergraduates. For the 2024-2025 academic year, we plan to offer two workshops per semester.

## **Administrative structure**

As the Coordinator for the Center for Undergraduate Research, Michelle Holschuh Simmons will provide leadership, with the assistance of one graduate student and one student worker.

## Digital Scholarship Center-

In today's academic sphere, there's a growing emphasis on digital scholarship, prompting the need for a Digital Scholarship Center (DSC) at Western Illinois University. DSCs are becoming commonplace in universities, providing crucial support for faculty,

researchers, and students in navigating digital tools and methodologies. These centers offer a supportive infrastructure for the expanding fields of e-research and digital scholarship. They consolidate high-end technologies accessible to the entire campus, enabling students to delve into digital tools for research, especially in instances where these resources or advisory assistance are lacking within their respective departments.

At WIU, there's a noticeable gap in centralized resources and expertise for digital scholarship initiatives. The newly established Digital Scholarship Center aims to fill this void. Firstly, it shall function as a nexus of knowledge dissemination, offering workshops, seminars, and training sessions geared towards equipping scholars with the requisite digital acumen. Secondly, it shall serve as a repository of technological resources, furnishing students and faculty with access to state-of-the-art tools essential for conducting research. Thirdly, it shall foster interdisciplinary collaboration, nurturing synergistic partnerships that harness the collective expertise of diverse academic disciplines towards a shared goal of digital excellence.

By establishing the DSC, we aim to democratize access to digital resources and expertise, leveling the playing field and promoting inclusivity across academic disciplines. Ultimately, the DSC will propel our institution towards new frontiers of digital scholarship, enriching our collective pursuit of knowledge and understanding.

#### Mission Statement:

Building on WIU's mission to engage our students in educational opportunities, the Digital Scholarship Center (DSC) bridges the gap in centralized resources and expertise. In collaboration with the Center for Undergraduate Research and the Area Studies Collections, we empower faculty, researchers, and students to integrate digital tools and methodologies into their work, fostering innovation and expanding the boundaries of research and teaching in the rapidly evolving academic landscape.

#### Vision Statement:

The Digital Scholarship Center (DSC) envisions WIU as a leader in digital scholarship. We see a future where faculty, researchers, and students leverage digital tools seamlessly, fostering collaboration and pushing the boundaries of knowledge creation, ultimately elevating WIU's research and teaching to new heights.

#### Project Objectives:

1. Enhance Student and Faculty Research Capabilities
  - a. Develop and schedule regular workshops on research methodologies, digital tools, and software.



- b. Curate and provide access to essential digital resources, databases, and software licenses.
  - c. Create a digital repository for research materials and datasets.
  - d. Offer one-on-one and group consultation services for research design and execution.
  - e. Establish a help desk or virtual support system for research-related queries.
2. Foster Collaboration and Community Building
- a. Invite guest speakers from other institutions to share their expertise and foster inter-institutional relationships.
  - b. Create informal networking opportunities to build a sense of community.
  - c. Use social media platforms to advertise the center's activities and research interests.
  - d. Offer incentives like letters of recommendation, or academic collaboration for course extra credit for their participation.
  - e. Organize virtual seminars, webinars, and workshops to reduce costs associated with physical venues.
3. Advance Knowledge Dissemination and Impact:
- a. Increase the visibility and accessibility of student and faculty research through digital platforms such as WONDER, our digital repository.
  - b. Support the publication of research findings in open-access formats with high impact potential.
  - c. Partner with other institutions or organizations to co-host events, sharing costs and expanding the audience.
  - d. Educate researchers on open access publishing, copyright, and data management best practices.
4. Build a Sustainable Infrastructure and Support System:
- a. Prioritize spending on essential infrastructure and services.
  - b. Utilize open source software for managing digital repositories, collaborative work, and research activities.
  - c. Use free or low-cost cloud services for storage, collaboration, and backup.
  - d. Provide ongoing professional development and training for staff to keep up with the latest digital scholarship tools and practices.
  - e. Plan for gradual upgrades to avoid large, sudden expenditures.
  - f. Encourage digital workflows to minimize paper usage.
  - g. Establish evaluation metrics to assess the impact and success of the DSC's initiatives.

#### 4. Project Scope:

This pilot project will focus on the core services mentioned above. It will not include the development of a permanent physical space or a full-fledged digital repository at this stage. However, the project will explore options for future expansion based on pilot findings.

#### 5. Methodology:

- **Needs assessment:** Conduct surveys and interviews with faculty and students to identify specific interests, needs, and challenges related to digital scholarship.
- **Develop workshops and training:** Design workshops on relevant topics such as data management, digital humanities tools, and online publishing platforms.
- **Individual consultations:** Offer one-on-one consultations to provide personalized guidance on digital scholarship projects.
- **Create online resources:** Develop a central online hub with curated resources, best practices guides, and information on available tools and technologies.
- **Organize pilot projects:** Provide seed funding and support for a limited number of faculty-led pilot projects to explore the feasibility and effectiveness of digital scholarship approaches in various disciplines.

#### 6. Previous Accomplishments and Collaborations:

- Until now, the Digital Scholarship Center has been focused on continuing Digitization activities and creating a usable space and attractive website for users to visit. Some collaborations with the Center for Undergraduate Research, Centennial Honors College, and University Archives and Special Collections departments have taken place as well. In the future, the plan is to expand partnerships in order to widen our reach.

#### 7. Potential Collaborations:

- Center for Undergraduate Research
- Area Studies Collections
- Archives & Special Collections
- Utech
- CITR/TRIALAB
- Centennial Honors College
- Academic departments

- Other academic institutions
- Local Schools and museums

#### 8. Timeline of Academic Year 2 (2024-2025):

- **Month 1-2 (Aug/Sep):** Needs assessment and development of initial resources.
  - Define objectives, outcomes, and success metrics.
  - Identify and train staff and faculty.
  - Set up advisory committees or working groups.
  - Hold information sessions and open houses.
  - Collect baseline data on student engagement.
- **Month 3-5 (Oct/Nov/Dec):** Launch of workshops, consultations, and online resources.
  - Monitor attendance, participation, and early outcomes.
  - Hold feedback sessions with students and staff.
  - Provide updates and share early successes.
- **Month 6-8 (Jan/Feb/Mar):** Implementation of pilot projects.
  - Provide ongoing training and support for staff.
  - Introduce new teaching strategies or tools if needed.
  - Prepare students for final assessments or projects.
  - Identify areas for improvement and plan for the next academic year.
  - Make necessary adjustments to the program based on feedback.
- **Month 9-10 (Apr/May):** Project evaluation and reporting.
  - Conduct final evaluations and assessments.
  - Collect comprehensive data on outcomes.
  - Gather feedback from students and staff.
  - Finalize all data analysis and reports.
  - Reflect on successes and areas for growth.
  - Refine program design based on evaluation.

#### 9. Evaluation Plan:

- Track participation in workshops and consultations.
- Collect feedback through surveys and interviews with participants.
- Monitor usage of online resources.
- Evaluate the progress and outcomes of pilot projects.

- Use this data to assess the effectiveness of the pilot project in meeting its objectives.

#### 10. Resources:

- The project will require a dedicated staff member with expertise in digital scholarship. This is Julia Thompson, Digital Scholarship Librarian, who is already in place.
- The project will require a dedicated Graduate Assistant with experience in digital scholarship to take over digitization activities.
- Additional funding will be needed to cover staff time, workshop materials, and seed funding for pilot projects.
- Existing library resources and technological infrastructure will be utilized whenever possible.
- Administrative support will be required for project management and promotion.

#### 11. Budget:

- Student worker wages: \$19,200 (4 students at 10hrs/wk for 32 weeks to ensure full time staffing; two as previously budgeted for Digitization, and two more to focus on DSC activities and staff welcome desk so there is a full time presence)
- Laptop for graduate student (includes peripherals and 27" conference monitor, aka dock/desk setup): \$1,936.65
- New scanning software update/recalibration: approximately \$4,000
- Second overhead scanner: approximately \$10,000-40,000, depending on capabilities
- Three new desktop computers with capabilities to carry full Adobe Creative Suite as well as major programs used in classes (includes peripherals and 27" conference monitor): \$5,281.98
- Smart Screen (Basic setup: 65" smart screen, wall mount, installation, wireless keyboard and mouse, etc.): \$3,000 (for research/presentations/group projects)

#### 12. Risk Assessment:

- **Limited staff:** Mitigate by leveraging existing library expertise and seeking collaborations with relevant academic departments.

- **Low participation:** Conduct outreach campaigns and incentivize participation through targeted workshops and recognition programs.
- **Technological challenges:** Partner with IT services to ensure smooth integration with existing infrastructure and address any technical hurdles.

### 13. Conclusion:

This pilot project has the potential to significantly enhance the university's capacity for digital scholarship. By providing essential resources and expertise, the DSC will empower faculty, researchers, and students to leverage the power of digital tools and create impactful scholarly work. The success of this pilot will lay the groundwork for the establishment of a permanent and comprehensive Digital Scholarship Center that serves as a hub for innovation and collaboration in the digital age.

### Government Publications-

Our unit participated in all of these things:

- ✓ Federal Depository Library Program.
- ✓ Illinois Depository Library Program.
- ✓ Legal reference resources and services for the campus and community as part of an agreement with the McDonough County Bar Association and the Illinois Ninth Judicial Circuit Court, McDonough County. This agreement is currently suspended and no new funds have been added to the Foundation account because of the way, and the amount of, court fees are being distributed by the Circuit Clerk of McDonough County.
- ✓ Illinois Legal Aid Online Self-Help Center program through Illinois Legal Aid Online and the Illinois Coalition for Social Justice.
- ✓ Tax Forms Outlet Program (TFOP) through the Internal Revenue Service.
- ✓ Patent and Trademark Resource Center Program through the U.S. Patent and Trademark Office.

Our unit served WIU and the surrounding community in these ways:

- Recorded 27 government, legal, data, patent, and trademark questions that we answered on a consultant basis.
- Michael received training to be the new PTRC Representative at WIU Libraries.
- Andrea gave an intellectual property instruction with a focus on trademarks to a Management class, spring and fall semesters.
- Andrea was trained in the new USPTO trademark search interface, Trademark Search System.



- Andrea provided 8 hours of coverage weekly in the Spring and 6 hours of coverage in the Fall, and Michael provided 3 hours of coverage weekly both semesters on the Reference Desk
- Andrea attended Seminar 44 (which was held virtually again this year due to the pandemic), the (usually) annual four-day training required to maintain our participation in the Patent and Trademark Resource Center Program.
- Andrea purchased \$1,650.00 in both electronic and print materials for Geography/Geology and Government/Law/Map Collections.

#### Other accomplishments

- Andrea worked with Earth, Atmospheric, and Geographic Information Sciences to bring materials and furniture over to Malpass Library that couldn't be moved to their new offices as Tillman Hall has been taken offline. This is ongoing.
- Our unit transitioned to a digital Federal Depository Library going forward, as GPO made changes to FDLP Requirements and reduced the availability of participation in print materials.
- Andrea moved out of the traditional 4<sup>th</sup> floor GovPub offices.
- Andrea worked with Michelle Simmons on signage for outreach projects.

#### Statistics

Worked with the Resource Management Unit to gather circulation statistics of the print federal government book titles for CY 2002 to CY 2021. Those annual circulation numbers were:

2002: 458 (May thru December only)  
 2003: 946  
 2004: 1,084  
 2005: 859  
 2006: 652  
 2007: 759  
 2008: 620  
 2009: 535  
 2010: 534  
 2011: 503  
 2012: 365  
 2013: 277  
 2014: 185  
 2015: 175  
 2016: 103\*  
 2017: 87\*  
 2018: 81\*  
 2019: 197\*

2020: 85\*\*  
 2021: 56\*\*, \*\*\*  
 2022: 31  
 2023: 52\*\*\*

*\*Very few new print titles issued from FDLP over the last few years.*

*\*\*Covid19*

*\*\*\*This number is a guess and was arrived at by including part of the pickup count, as interlibrary loans are not counted in the circulation totals.*

The number of GovWeb titles accessed by WIU computers was:

2012: 956  
 2013: 1072  
 2014: 1187  
 2015: 1230  
 2016: 634  
 2017: 548  
 2018: 292  
 2019: 288  
 2020: 202  
 2021: 125  
 2022: 159  
 2023: 51

No new online titles added to WIU online catalog, WestCat since 7/1/2016. As a result, we miss out on about 6500 new titles each year being added to WestCat.

Patent and Trademark Resource Center Statistics – WIU Libraries

Year	Customers (walk-in, email, phone, mail)	Visits to WIU patent/trademark webpages & LibGuides	Classes and Training sessions	Total Class attendees
2012	53	19	2	55
2013	43	193	3	65
2014	67	715	3	92
2015	55	1339	4	76
2016	40	1352	3	91
2017	35	1251	3	87
2018	16	1481	3	92
2019	5	784	2	55
2020	3	744	3	48
2021	11	864	2	16
2022		846	2	10
2023	5	3,986	2	25

\*Google Analytics ceased reporting October 3<sup>rd</sup>, 2023.

Government Information web page visits (<http://www.wiu.edu/libraries/govpubs/>):

<b>Year</b>	<b>Total Views</b>	<b>Unique Pageviews</b>
2019	15,086	11,159
2020	14,213	10,947
2021	14,376	11,169
2022	20,631	16,925
2023	20,525	14,492

Laws of Illinois Web page visits

([http://www.wiu.edu/libraries/govpubs/illinois\\_laws/](http://www.wiu.edu/libraries/govpubs/illinois_laws/)):

<b>Year</b>	<b>Total Views</b>	<b>Unique Pageviews</b>
2012	1,523	1,212
2013	2,849	2,105
2014	4,055	2,896
2015	5,662	4,096
2016	6,823	5,250
2017	6,069	4,588
2018	9,996	7,699
2019	8,249	6,457
2020	6,883	5,440
2021	7,734	6,192
2022	10,467	8,706
2023	8,621	5,919

Map Collection Web page visits

([http://www.wiu.edu/libraries/govpubs/map\\_collection/](http://www.wiu.edu/libraries/govpubs/map_collection/)):

<b>Year</b>	<b>Total Views</b>	<b>Unique Pageviews</b>
2018	2,094	1,697
2019	1,532	1,289
2020	1,126	970
2021	1,017	873
2022	958	838
2023	666	528

War of the Rebellion Web visits

([http://www.wiu.edu/libraries/govpubs/war\\_ofthe\\_rebellion/](http://www.wiu.edu/libraries/govpubs/war_ofthe_rebellion/)):

Year	Total Views	Unique Pageviews
2018	3,635	2,233
2019	1,929	1,166
2020	1,382	859
2021	1,885	1,267
2022	2,765	1,901
2023	4,250	2,643

Goals for 2024

- Continue to provide consultation service to our users for their government/ legal information and maps needs.
- Continue integration of Reference and Government Information reference services.
- Continue to update Unit's web pages, handouts, and LibGuides.
- Continue to work with the Acquisitions and Cataloging Unit to process and catalog the federal and Illinois materials that we receive.
- Continue maintenance of the federal, map, Illinois and legal collections.
- Continue to attend webinars and other online continuing education opportunities so as to keep up with the constant changes in the dissemination of various types of government information.
- Continue to conduct workshops and BI sessions to teach classes, the campus, and the regional community on the use of government and legal information resources.
- Continue to fulfill the requirements of the Federal Depository Library Program, the Illinois Depository Library Program, the Patent and Trademark Resource Center Program, the Illinois Legal Aid Online program, and the Tax Form Outlet Program.

**Describe Department/School Challenges:**

In General-

- The most fundamental challenge that the WIU Libraries are facing during the 2023-2024 academic year is in the area of physical facilities.
- The Malpass Library building is having a serious situation with its public elevators.
- 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, it is important to help in the recruitment and retention of our students by expanding our services and collections related to our region.
- WIU Libraries will have four faculty librarians for the academic year 2022-23 by the summer of 2025. At that moment, they do not have a music librarian, a collection development librarian, an electronic resources librarian, or a cataloger librarian. Our proposal is to consolidate these four positions into two and hire them by the summer of 2025.
- Since February 2024, the Music Library has been run by a part-time retired library assistant. A library assistant must be hired during Fall 2024.
- WIU Libraries need 100% of their budget to fulfill their contracts with databases and other electronic resources. Also, for the operation of the units.

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

- We already finished the proposal to launch the strategic centers. The Area Studies Research Center and Collections has developed thanks to a grant proposal awarded by the US Department of Education Title VI Program, Undergraduate International Studies, and Foreign Languages. This Fall 2024, it will be developed a second grant to the same program to continue the development of the Area Studies Research Center and Collections. The proposal will be a consortium with the University of Puerto Rico-Río Piedras and the University of Illinois Urbana-Campaign.
- The Center for Undergraduate Research (CUR) will be formally inaugurated this coming Fall, 2024. In collaboration with the WIU Centennial Honors College, a grant proposal will be developed.
- The Digital Scholarship Center (DSC) will be formally established this coming Fall, 2024. During that time, it will work with the School of Engineering and Technology on a possible pilot maker lab at Malpass Library.
- During Fall 2024 will be formally announced the establishment of WIU Digital Repository, called WONDER.
- By September 2024, it will be developed with the University of Iowa, School of Library and Information Science, the bilingual dual degree in the Master of Library



and Information Science and the Master in Instructional Design and Technology from WIU through a grant proposal to the Institution of Museum and Library Services.

- We developed a feasibility study to grow the Master in Instructional Design and Technology from 30 to 70 students in three years. The proposal includes moving the Master's to the WIU Libraries.
- We developed a proposal with an inter-institutional committee to establish a new CITR under the WIU Libraries. This new unit will help academic development for faculty and students (graduate and undergraduate).

**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 have a plan for transforming the WIU Libraries to the new College of Libraries and Interdisciplinary Studies.
- To present the renewal of the Title VI Undergraduate International Studies and Foreign Languages grant proposal.
- To present in consortium with the University of Iowa the grant at the Institute of Museum and Library Services.
- To write two proposals for the Center for Undergraduate Research (CUR) and the Digital Scholarship Center (DSC).

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

- To have approval from the Provost's Office for establishing the new College of Libraries and Interdisciplinary Studies.
- To start the renovation of the Malpass Building in the physical areas (elevators and restrooms).
- To develop the new CITR.
- To approve the transfer of the Master of Instructional Design and Technology.
- To get at least two grants approved.

**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**

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<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
- Professional Development
- Outreach and Significant Service
- Research:
  - Books:
  - Articles:
  - Conference Presentations:
  - Other

### **Grant Activities and External Funding**

- List grants and other external funding sources

### **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.

**2023 Accomplishments and 2024 Goals**  
**Bachelor of Arts in General Studies Degree Program**  
**Submitted by Jeff Hancks**

**2023 Accomplishments**

**Enrollment Information**

**Total Fall 2023 Enrollment: 212**

**Total 2023 Graduates: 116**

**Total 2023 Completed Applications: 221**

**Total 2023 Admissions: 197**

**Total 2023 UNIV 490 Internship Enrollment: 13**

**Major Projects Accomplished**

Recruitment and retention were two key concepts in BGS in 2023. Our recruitment efforts were focused on working to better serve a growing BGS population: student athletes and continuing our work to reach and attract the 7,000+ former WIU students who left the institution without a degree and have not completed a bachelor's degree somewhere else. The NCAA transfer portal has brought a number of student athletes to the institution who have a number of credits earned at other institutions. Very often these students are best served by the BGS program, and we have seen our student athlete numbers grow. This is a new population for BGS, and we have learned a great deal about student athletes' needs and have worked with the Department of Intercollegiate Athletics on specific policies and procedures pertaining to this group. The results are promising, as many student athletes have completed their undergraduate degrees with us.

We also continue to work with contacting students who have left the university without a degree and inviting them to return to BGS. We developed specific marketing campaigns, built a website ([wiu.edu/comeback](http://wiu.edu/comeback)) and have worked with the Division of Student Services to improve messaging and services which benefit this student population. Results have been mixed so far, but we have reason to believe they will improve in the coming years.

**Unit Goals for 2024**

Recruiting is an ongoing project in the Program, and it will continue to be emphasized in 2024. 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.



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. 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. We hope to schedule 1-2 such signing events on community college campuses in 2024.

We have begun the process of working with Elgin Community College on a Title V grant to attract Hispanic students to the BGS program. The grant would pay for scholarships for students to complete the AA/AS at Elgin, followed by the BGS degree at WIU. Addition plans add the MS in IDT to this would create a seamless pathway to a 5 year AA/BA/MS between our two institutions.

### **2024 Unit Needs**

Recruitment assistance will be critical going forward. We tried to solve this by hiring our own dedicated recruiter, but this effort was thwarted. 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. We need either our own dedicated recruiter or a recruiter who is solely focused on the adult/post traditional student population.

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.

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## **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.

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## **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 in their specific disciplines of study. Students from all majors and colleges on both campuses and online are welcome and have the opportunity to enroll in the Honors College. Transfer students who meet the criteria are also granted the same opportunities to enroll in the Honors College. The Honors College offers courses with unique course titles and content for students enrolled in the Honors College. The class sizes are smaller than most class sizes. This provides students with opportunities to work one-on-one with faculty on research and/or creative projects, for which they receive honors course credit upon successful completion. The College has also partnered with local and area vendors in Macomb and the Quad Cities to provide discounts to students enrolled in the College. The discount program was paused during the height of the COVID pandemic, but has recently been revived. This is an added benefit of being in the Honors College. The College also has an Honors Council consisting of honors student representatives, and faculty representatives from each of the colleges and the library, who role is to advise the Dean of the Honors College. There is also a QC representative on the Council. The academic honors advisors also serve as Ex-officio members on the Council. The Dean serves as the Chair of the Council. The Council reviews and approves general honors courses, seminars, departmental honors requirements, honors program initiatives, honors research grants and awards, and Honors College policies and procedures.

## **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.*

As the number of students entering four-year institutions have decreased, so too has the number of students entering the university who are eligible to enroll in an honors curriculum. Typically, the College sees approximately 9.5% of the entering class elect to join the Honors College. Although the overall number of students enrolling at the university has decreased, there is a potential for growth within the College. Some potential markets for honors students include, but are not limited to:

- a. High schools, both local and those targeted by the Office of Admissions
- b. Home schooled students
- c. Community Colleges that are feeders to WIU. Recruitment and marketing to the high achieving students in those colleges could be very beneficial to the Honors College.

The College can also develop a mentorship program that pairs incoming students (first year and/or transfer students) with second year and older students. Such a mentorship program could lead to students' sense of belongingness at the university and the College. It may also enhance retention of students at WIU and within the College.

## **3. Barriers to growth in your College**

The Honors College typically enrolls approximately 9.5% to 10% of the incoming class. As enrollment declines at the university, this is reflected in the Honors College. Another barrier to enrollment growth in the college is the limited number of personnel to recruit. The college relies on the recruitment efforts of the Office of Admissions and the efforts during Discover Western. The College would like to go on some of the school visits with the Office of Admissions to share more information about the college, if and when possible. There is also a barrier in terms of lack of scholarships to offer students. Many honors programs offer some level of scholarships to students in the college. We do not have many scholarships to offer to honors students. This is something that the college would like to explore.

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**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*

4. Enrollment

a.

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
New Freshmen	169	132	73	93	114
New Transfers	61	49	46	18	21
Continuing	603	583	489	350	268

b.

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
American Indian	2	3	2	2	1
Asian	19	14	14	13	7
Black	101	92	77	49	51
Foreign	--	--	--	13	19
Hispanic	86	87	74	45	43
Other/Unknown	19	20	19	9	7
Pacific Islander	1	1	0	0	1
Two or More	24	18	10	17	13
White	581	529	383	312	260

**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*

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- a. Total number of degrees conferred for most recent academic year, AY 2023-2024: 88 degrees conferred
- b. Total number of degrees conferred for most recent academic year per department and/or program

	Fall 2023	Spring 2024
General Honors	12	36
Honors in the Major	2	13

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University Honors	5	16
Pre-Law Honors Minor	1	3

## 6. Retention of students

*List retention initiatives for the following:*

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

Current and transfer students are encouraged to meet with their honors academic advisors regularly to ensure they remain on track toward their degree completion. Regular meetings with their honors advisors is essential for students to successfully enroll in courses that will count toward their degree requirements, while still satisfying requirements for honors.

Honors students are informed of the housing option to reside on the honors floor in Thompson. Residing with this LLC provides opportunities for students to interact with like minded, focused students. Students in such an environment not only develop interpersonal skills, but they can also develop time management and study skills. Students enrolled in similar programs or courses can assist each other with course work. They can also motivate each other to excel in their courses.

The Honors College recently collaborated with the University Libraries to form the Center for Undergraduate Research. This Center is designed for all students to utilize to plan, design and conduct research with the assistance of library staff. The Center also initiated a scholarship for students conducting research during summer 2024. Due to the generosity of a donor, the Center was able to offer two scholarships to students who met the criteria. We are hoping to continue to develop this Center during the next academic year.

The College and the library also collaborated to create the Honors Thesis Guidelines. The guidelines will assist students completing honors theses to do so successfully. Although each department and field of study may be different, the students will be better informed of the items to consider when completing an honors thesis.

The Honors College also encourages students to participate in the Student Honors Association (SHA). The SHA meets regularly within the Honors College. There is also space within the College that is designated for the SHA and other honors students to utilize for meetings and study purposes.

This past year, the Honors College started a t-shirt design contest for honors students. This was an opportunity for students to showcase their creative design skills.

The Honors College continues to host annual programs for the College and university community. The programs are as follows:

U.S. Constitution Day – hosted with the Department of Political Science  
Pre-Law Symposium  
Pre-Med Symposium  
Thomas E. Helm Undergraduate Research Day  
Academic Honors Convocation

The Honors College also hosted its annual Ice Cream Social at the beginning of the Fall 2023 semester. This was an opportunity to welcome students and to share information about the Honors College. Incoming students also had an opportunity to interact with returning students,



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their advisors, and staff.

**7. Recruitment of students**

*List recruitment initiatives for the following:*

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

The Honors College participates in all of the Discover Western events, both during the morning and afternoon sessions. Honors Student Ambassadors assist during these events. They share information about honors and their personal experiences with honors. Such information from the student ambassadors is usually appreciated by prospective students.

The College also works with the Office of Admissions to send promotional materials and invitations to prospective students. Those meeting the criteria for Honors are encourage to apply to the Honors College.

The College also met on several occasions with the Office of Admissions to identify additional strategies to reach prospective students and to encourage better visibility of the College at the university.

Student Ambassadors were also identified and asked to participate in short video clips for use on social media.

**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*

The Honors College does not have its own 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*

**Courses**

		<b>FALL 2023</b>
GH 101	FILM POP CULTUR (ENG 180/280)	12
GH 101	ENVIRON LIT (ENG 180/280)	13
GH 101	UTOPIA/DYSTOPIA (ENG 180/280)	17
GH 299	MIND FUN (COLLOQUIUM)	7
GH 299	WEALTH MGMT (COLLOQUIUM)	18
GH 299	WEALTH MGMT (COLLOQUIUM)	19

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GH 299	COFAC HON SEM (COLLOQUIUM)	9
GH 333	INDEP STUDY	0
GH 444	IND SR RESEARCH	0
	<b>TOTAL GENERAL HONORS ENROLLMENT</b>	<b>102</b>
		<b>Spring 2024</b>
GH 101	HORROR FICTION (ENG 180/280)	16
GH 275	DESIGN THINKING	0
GH 299	CYBER BAGGAGE (COLLOQUIUM)	20
GH 299	WEALTH MGMT (COLLOQUIUM)	18
GH 299	WEALTH MGMT (COLLOQUIUM)	11
GH 299S	SCAND TODAY (COLLOQUIUM)	11
GH 301	GAMING THE PAST (HUMANITIES)	15
GH 302	DEMOCRACY GAMES (SOCIAL SCIENCE)	13
GH 333	INDEP STUDY	0
GH 444	IND SR RESEARCH	0
	<b>TOTAL GENERAL HONORS ENROLLMENT</b>	<b>104</b>

Fall 2023-Two sections of GH 299 were online and one was livestreamed.  
 Spring 2024. Three sections of GH 299 were online. One section of GH 299 was the study abroad section.

### 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

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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.*

The Honors College supports all academic disciplines. Students from any major field of study have the opportunity to join the College. The Honors Academic Advisors will work with all students to help them register for courses that will count towards their degree requirements, while still meeting the criteria to graduate as an honors student. Students also have an opportunity to reside on the Honors Floors in the LLC.

The programs offered by the College are often beneficial for the entire university community. The annual programs are listed above. The College also hosts the Academic Honors Convocation for all honors students and students who have earned academic distinctions. Students are awarded medallions for their academic achievements.

#### **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. The Student Honors Association (SHA) on the Macomb and QC campuses were active this year. They hosted blood drives; a warm clothing drive; assisted with serving hot chocolate; hosted trivia night; participated in the annual Fall Fling; among other activities.
  - b. Student surveys were not conducted this year.
  - c. The College is focused on providing the support and resources needed for students to succeed in their respective disciplines. The College collaborated with the library to create the Center for Undergraduate Research. This is an attempt to offer students additional resources to support their research endeavors. The College also collaborated with library to develop Honors Thesis Guidelines. The guidelines will assist students and faculty as they prepare their thesis. The library will also assist by having a repository for all of the honors theses. Students will be able to access the theses as needed.
  - d. The Center for Undergraduate Research not only benefits honors students, but also all students conducting research. The Thomas E. Helm Undergraduate Day is also open to all undergraduate student at WIU, both in person and online.

#### **16. Alumni highlights**

*List notable highlights from College alumni.*

Honors College alumni are invited to attend and serve as panelists for events hosted by the college.

#### **17. Community and/or regional engagement from College:**

*List notable community and regional engagement activities.*

The Honors College hosts several events throughout the academic year. The Mayor of the City of Macomb is usually invited to attend and participate in the events. The community is also invited

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to attend events hosted by the Honors College.

Events include:

1. U.S. Constitution Day – The Mayor, the Regional Superintendent of Schools and the area high schools were invited to the event.
2. Pre-Law Symposium
3. Jill M. Brody Pre-Med Symposium
4. Thomas E. Helm Undergraduate Research Day
5. Academic Honors Convocation

## **18. Conclusion**

The mission and values of the Honors College are in line with those of the University. All academic programs are reflected in the Honors College. Faculty and students from all disciplines support the mission of the Honors College. We are honored to serve and provide the best experiences possible to students. The College has outstanding supporters who enable us to offer the outstanding programs that we do.

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**Click or tap here to enter text.**

### **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:

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### **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.

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

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**1. Mission statement:**

As Dean of Innovation and Economic Development and the Director of the Illinois Institute for Rural Affairs (IIRA) at Western Illinois University (WIU), I will report on the previous year's activities for both the Dean and Director areas in this single report.

**Illinois Institute for Rural Affairs**

***Our Mission***

The Illinois Institute for Rural Affairs (IIRA) is an academic unit hosted by WIU. 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. The IIRA is a clearinghouse for information on rural issues, coordinates rural research, and works with state agencies on issues of importance to rural communities.

This IIRA mission is founded on two Illinois Governors' Executive Orders passed in 1991 and renewed in 2011 which assert that, "the IIRA is the State's academic clearinghouse for rural development data and initiatives."

The IIRA also aligns its mission with WIU core values, including the WIU value of "social responsibility," which states that "WIU is committed to civic and community engagement" and that WIU will serve as a catalyst for "educational, cultural, environmental, community and economic development in our region and well beyond it for the public good" ([https://www.wiu.edu/aasp/university\\_planning/strategicplan.php](https://www.wiu.edu/aasp/university_planning/strategicplan.php)).

***Mission Statement***

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.

**Dean for Innovation and Economic Development.**

***Mission of the Dean's Office***

This position evolved as a consequence of Western Illinois University joining the Illinois Innovation Network (IIN). The IIN is a consortium of 15 innovation hubs located at 13 public universities, plus the Discovery Partners Institute in Chicago and the Distillery Lab in Peoria (<https://iin.uillinois.edu>). The IIN states that it "drives inclusive and integrated research, innovation and economic development across Illinois." It does so by forging research, teaching, and outreach partnerships between the 15 innovation hubs and Illinois communities and regions across the state.

As the Dean of Innovation and Economic Development, my goal is to position WIU to be able to collaborate with its IIN partners on applied research, teaching, and outreach opportunities that promote innovation and economic development. The associated mission statement is based on the strategies used to achieve these goals.

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***Mission Statement***

Metrics for the Office of the Dean focus on engagement with the Illinois Innovation Network. Recall the mission statement for this office: The Dean of Innovation and Economic Development and 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.

**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 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.

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- 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 2023, WIU budgeted \$858,886 for IIRA. The IIRA actually spent only \$648,800 in WIU appropriated funds but raised \$3,165,500 in external funds. That means that in 2023 for every dollar WIU provided to the IIRA in appropriated funding, the IIRA raised another \$4.88 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 graduate program.
  - 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. The WIU Dean for Innovation and Economic Development also serves on the IIN executive committee.
- 

**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, the MA Degree Program in Community and Economic Development (MA in CED), and an AmeriCorps VISTA Internship Program. 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

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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. This recruiting includes attending AmeriCorps VISTA and Corporation for National and Community Service events in Chicago and Washington, DC.
- 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.

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#### **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*).

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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. These metrics help us to identify our inputs, outputs, and outcomes related to our research, teaching, and outreach efforts. We summarize these metrics below, going back 35 years to our founding in 1989—with metrics for 1990 (Table 1).

**Table 1. IIRA CY 2023 Metrics for 2024 CAR Report**

<b>IIRA Metrics Calendar Year 2023</b>	<b>1990</b>	<b>2010</b>	<b>2015</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	29/1	19/2	21	18/3	-
Peace Corps Fellows on campus	0	14	14	15	13	4	
Graduate Students	0	0	8	3	3	4	-
Student Workers	5	9	11	6	0	0	-
Peace Corps Preps				6	0	1	
VISTA Volunteers beginning 2019				26	28	32	
<i>Grants</i>	5	49	30	28	41	35	961
Indirect Cost Dollars (000's)	0	257	202	138	103	270	2,948
Appropriated Dollars (000's)	250	1,612	1,643	605.7	639	648.9	33,330
Grant Dollars (000's)	480	2,673	1,703	1,466	1,326	3,166	51,751
Total Dollars (000's)	730	4,285	3,346	2,072	1,965	3,814	85,079
<b>Leverage Ratio (Grant \$ ÷ Appropriated \$)</b>	<b>1.92</b>	<b>1.66</b>	<b>1.04</b>	<b>2.42</b>	<b>2.07</b>	<b>5.88</b>	<b>1.55</b>
% Grants Received	100	82	92	90	100	100	88%
Toll Free Number	601	1,184	804	N/A	N/A	N/A	62,133
Miles Traveled (000's)	31	273	130	20	49	55	4,358
<b>Outputs</b>							
Conference Presentations	15	23	143	21	8	10	1,408
Presentations Non-Conference Beginning 2019				45	44	74	271
MAPPINGS	0	4	4	3	5	7	271
Mailings (000's)	10.4	9.3	10	2.5	NA	NA	708
Surveys	2	59	71	1	3		731
Teaching - # of Students Taught	260	219	176	98	101	81	8,790
Teaching - Total # of Students in MA CED Program	0	0	0	20	15	10	--
Training Programs	0	195	186	62	114	101	2,835
Books	0	0	1	0	1	1	22
Chapters/Articles	24	22	10	24	2	0	587
Rural Research Reports / Research Briefs	3	6	3	2	23	23	272
Trade Publications and Technical Reports	0	17	19	3	6	1	368
Total Publications	27	45	33	29	32	25	1,225
<b>Outcomes</b>							
Conference Participants	1383	7,764	6,838	5,561	2,651	2,454	166,314
Awards	1	1	0	2	0	2	79
Jobs Created/Retained*	0	684	353	402	99	167	7,664
SBDC Debt and Equity Funding (Loans) (\$000's)	0	5,303	3,356	3,900	287	2,043	66,451
VASDC Debt and Equity Funding (Loans) (\$000's)	0	0	0	127	283	900	535

**As Dean of Innovation and Economic Development, I also offer a set of metrics related to my engagement with the Illinois Innovation Network. These metrics include:**



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1. ***IIN Committee Work.*** I serve on several IIN Working Committee and Subcommittees:
  - a. IIN Executive Committee
  - b. IIN General Council
  - c. IIN Working Committee – Education and Workforce Development – Engage
  - d. IIN Working Committee – Education and Workforce Development Committee
  - e. IIN Working Committee – Entrepreneurship – Social Innovation Subcommittee
  - f. IIN Working Committee – Entrepreneurship Full Committee
  - g. IIN Working Committee – Research Collaboration – Conference Subcommittee
  - h. IIN Working Committee – Research Collaboration Full Committee
  
2. ***Grants secured for WIU faculty working through the IIN***
  - a. DCEO Broadband READY Grant. Secured a \$75,000 grant to spur broadband adoption and digital literacy. WIU faculty and staff involved in this project come from the Department of Communication, School of Computer Sciences, WIU Library, and the IIRA.
  - b. National Science Foundation. WIU is involved in a \$1,000,000 NSF Type I Engine Grant. Governors State University is the lead university and WIU secured \$42,000 as a sub-awardee. WIU participants include faculty from the Supply Chain Management program and the IIRA.
  - c. NSF Circular Economy Grant. UI-Chicago is the lead agency for this proposal submitted in May 2024. WIU participants from the Department of Chemistry and the IIRA have requested \$384,000 as part of this \$5,000,000 grant.
  
3. ***Volunteer Efforts to Support the IIN activities.***
  - a. Grant reviewer for IIN Sustain Illinois Seed Grants
  - b. Judge for the IIN Falling Walls Innovation Competition
  - c. Support for the IIN application for Chicago to host the EDA American Competitiveness Exchange Conference for 2025.

**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.
  
- ii. ***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

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2023, 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/>. In 2023, IIRA Prof. Adee Athiyaman published 23 *Research Briefs* that are accessible on the IIRA website: [www.iira.org](http://www.iira.org).

- iii. ***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.
- iv. ***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 and again in 2023, we secured DCEO Broadband READY grants 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. It also included the Reaching Across Illinois Library System. We helped to start 14 Chromebook lending programs in community libraries. Media outlets regularly report on our outreach efforts or interview us. Here are some examples from 2022 and 2023:
- 2023. With Pandemic Funding Expired, Child Care Providers Seek Solutions to Shortages and Sticker Shock. *The Daily Yonder*. December 26. Online: <https://dailyyonder.com/with-pandemic-funding-expired-child-care-providers-look-for-solutions-to-shortages-and-sticker-shock/2023/12/26/>.
  - 2023. Corn Belt Ports' new office in Moline opens new opportunities for the Quad Cities. WQAD—TV ABC Affiliate. Davenport, IA. October 19. Online: <https://www.wqad.com/article/news/local/corn-belt-ports-economic-opportunities-infrastructure-upgrade/526-8e2ffe2-838b-44c7-8978-c5c0c4ea10b>.
  - 2023. Friederichs named Illinois SBDC director. *Quad Cities Regional Business Journal*. June 22. Online: <https://quadcitiesbusiness.com/friederichs-named-illinois-sbdc-director/>.
  - 2023. Milestones for Main Streets. Illinois Farm Bureau Partners Podcast. March 3. Online: <https://www.spreaker.com/user/11445384/final-partnerspodcast-mainsts-haare-b-s->.
  - 2023. Can technology rescue rural America? Upcoming conference identifies importance of remote workers. WCBU NPR News. February 21. Online: <https://www.wcbu.org/local-news/2023-02-21/can-technology-rescue-rural-america-upcoming-conference-identifies-importance-of-remote-workers>.
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- 2023. Dollar General expanding footprint in Ohio, putting pressure on local retailers. WOSU NPR News. February 8. Online: <https://news.wosu.org/2023-02-08/dollar-general-expanding-footprint-in-ohio-putting-pressure-on-local-retailers>.
- 2022. Rural America is getting older: A Fifth of the population is now over the age of 65. Nebraska Public Radio / Harvest Public Media. December 5. Online: <https://nebraskapublicmedia.org/en/news/news-articles/rural-america-is-getting-older-a-fifth-of-the-population-is-now-over-the-age-of-65/>.
- 2022. Grant to help Jacksonville, others develop post-pandemic plan. *Jacksonville Journal-Courier*. September 14. Online: <https://www.myjournalcourier.com/news/article/Grant-to-help-Jacksonville-others-develop-17439711.php>.
- 2022. Bucking the trend: Lexington sees growth with 'small town feel, big city amenities' approach. WGLT-FM, NPR Affiliate. August 25. Online: <https://www.wgt.org/local-news/2022-08-25/bucking-the-trend-lexington-sees-growth-with-its-small-town-feel-big-city-amenities-approach>.
- 2022. Western Illinois University, Libraries to Lend Chromebooks. *Government Technology*. July 28. Online: <https://www.govtech.com/education/higher-ed/western-illinois-university-libraries-to-lend-chromebooks>.
- 2022. IIRA director appointed to additional roles at WIU. *McDonough County Voice*. July 8. Online: <https://www.mcdonoughvoice.com/story/news/local/2022/07/08/wiu-appoints-merrett-additional-roles/10013198002/>.
- 2022. QC minority business program helps highlight Small Business Week. *Quad Cities Regional Business Journal*. May 5. Online: <https://quadcitiesbusiness.com/qc-minority-business-program-helps-highlight-small-business-week/>.
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- 2022. Illinois Institute for Rural Affairs receives \$400K for small business owners. WQAD-TV ABC Affiliate. April 21. Online: <https://www.wqad.com/video/news/local/illinois-institute-for-rural-affairs-receives-400k-for-small-business-owners/526-6fc8d44d-9c3b-49c7-ba3f-3cd268f50bd0>.
- 2022. Western Illinois University receives \$400,000 for small business programming. *Quad Cities Times*. April 21. Online: [https://qctimes.com/news/local/govt-and-politics/western-illinois-university-receives-400-000-for-small-business-programming/article\\_73907dba-41fa-58aba119-47ea41e717b6.html](https://qctimes.com/news/local/govt-and-politics/western-illinois-university-receives-400-000-for-small-business-programming/article_73907dba-41fa-58aba119-47ea41e717b6.html).

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- 2022. WIU receives federal funding for small business succession program. KWQC-TV NBC Affiliate. March 15. Online:  
<https://www.kwqc.com/2022/03/15/wiu-receives-federal-funding-small-business-succession-program/>.
- 2022. Rural Affairs confab to do more than spell out small town problems. WCBU-FM NPR Affiliate, Peoria, IL. February 15. Online:  
<https://www.wcbu.org/local-news/2022-02-15/rural-affairs-confab-to-do-more-than-spell-out-small-town-problems>.
- 2022. Rural Illinois has lost population over the past decade. It's gained in diversity. *St. Louis Post-Dispatch*. January 7. Online:  
[https://www.stltoday.com/business/local/rural-illinois-has-lost-population-over-the-past-decade-it-s-gained-in-diversity/article\\_8be9ed92-284e-53af-be7e-d159bd91a099.html](https://www.stltoday.com/business/local/rural-illinois-has-lost-population-over-the-past-decade-it-s-gained-in-diversity/article_8be9ed92-284e-53af-be7e-d159bd91a099.html).

**6. Describe unit 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. ***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 four failed searches in 2023 and have started our fifth attempt. This is part of effort to start a new Procurement Technical Assistance Center (PTAC) on the WIU-QC campus.

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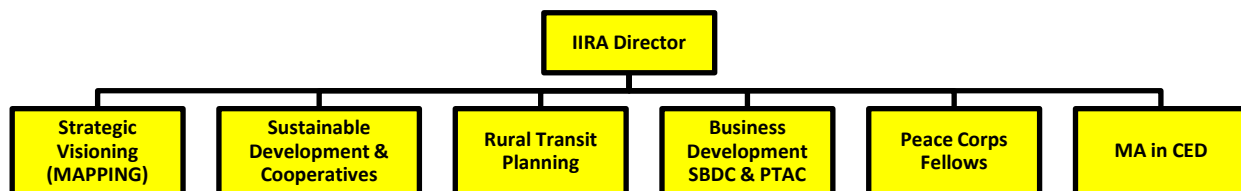
**7. Identify opportunities for your unit in the short term:**

- i. ***MA in Community and Economic Development (MA in CED)***. 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.
- ii. ***APEX / Procurement Technical Assistance Center (PTAC) on the WIU-Quad Cities Campus***. The IIRA has the opportunity to expand its PTAC operations on the WIU-QC campus. It needs help from the Office of the Provost to help make this happen. This could result in an annual \$100,000 grant from the Illinois Department of Commerce and Economic Opportunity (DCEO) to spur economic development across the Quad Cities region. This could be an important outreach strategy because PTAC offices help businesses sell goods and services to local, state, and federal government agencies. The Rock Island Arsenal is the largest employer in the Quad Cities. Hence, having a PTAC could elevate the visibility of WIU-QC as a driver of economic development.
- iii. ***Illinois Innovation Network Seed Grants***. We will work to recruit more WIU faculty to apply for IIN seed grants to support research. The IIN Sustain Illinois Seed Grant program offers six grants of \$60,000 for early and mid-career faculty and staff working at IIN partner institutions. The IIN Social Impact Seed Grant program offers two grants of \$30,000. WIU faculty have participated in successful grant applications in previous rounds. However, I believe that more WIU could effectively complete for these funds.

**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.



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- 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 Farmer City, Hopkins Park, South Peoria, Brooklyn, and Englewood.
  - c. Open one rural grocery store co-op.
  - d. Continue work on the USDA Illinois Local Food Promotion Program.
  - e. Work on the Illinois Grocery Initiative as a technical assistance center.
  - f. Field community inquiries for technical assistance related to cooperatives, cooperative development, and renewable energy.
  
- 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 \$1,800,000 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 inquiries 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. PTAC. Secure \$75,000 DCEO grant to operate PTAC office.
  - g. PTAC. Help at least 100 businesses secure a government contract.
  - h. PTAC. Maintain at least 100 active clients.



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- viii. ***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 started work on this project in May 2023 and will complete this work in June 2025.
- ix. ***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. This is a five-year grant requesting \$5,000,000 from the NSF. WIU requested \$384,000 as part of this project. This grant was submitted in May 2024. We hope to hear if we got the grant by the end of 2024.
- x. ***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. The NSF did award this grant and we will offer a conference and conduct a survey in 2024.
- xi. ***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 2024 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. In addition, the IIRA director serves on the Education and Workforce Development working committee and the Economic Development and Infrastructure Working Committee.
  - 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).

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- 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. *36<sup>th</sup> Annual IIRA Rural Development Conference.* The IIRA plans to host its 36<sup>th</sup> annual rural development conference in Springfield, Illinois during the last week of February 2025. 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 35<sup>th</sup> annual conference held in February 2024, we had 225 attendees. In 2025, we hope to again attract 200 or more attendees to this in-person conference.
- xii. ***Continue to Increase WIU Involvement in the IIN.***
- a. Encourage WIU faculty applications to the IIN Seed Grant Programs.
  - b. Increase WIU involvement in IIN Working Committees.
  - c. Help to build out the WIU Innovation Hub. This could involve rethinking the direction of the WIU Innovation Hub.

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

Goals are set for the Dean of Innovation and Economic Development as well as the Illinois Institute for Rural Affairs.

Metrics for the Office of the Dean focus on engagement with the Illinois Innovation Network. Recall that the mission of this office. *The Dean of Innovation and Economic Development and 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.*

### ***Goals evolving out of this mission statement include:***

- Increasing collaboration between academic units at WIU
- Increasing WIU involvement and applications for the IIN seed grant programs
- Ongoing service on IIN Working Committees
- Help planning the 2024 IIN Research Conference
- Reviewing Seed Grant Proposals
- Promoting the teaching of innovation and design thinking at WIU and across the IIN.
- Helping to build out the WIU Innovation Hub
- Leadership helping to improve WIU coordination around IIN activities. This could include quarterly meetings among WIU faculty and staff serving on IIN working committees and subcommittees.

The IIRA was established on the WIU campus in 1989. For the last 35 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 2024 and 2025 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.

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**Table 2. IIRA Proposed CY2024 Metrics for 2025 CAR Report**

<b>IIRA Metrics Calendar Year</b>	<b>1990</b>	<b>2010</b>	<b>2015</b>	<b>2020</b>	<b>2023</b>	<b>2024</b>	<b>Total</b>
<b>Inputs</b>							
<i>Faculty and Staff</i>							
Full-time/Part-time	9	36/1	29/1	19/2	18/3		-
Peace Corps Fellows on campus	0	14	14	15	4		
Graduate Students	0	0	8	3	4		-
Student Workers	5	9	11	6	0		-
Peace Corps Preps				6	1		
VISTA Volunteers beginning 2019				26	32		
<i>Grants</i>	5	49	30	28	35		961
Indirect Cost Dollars (000's)	0	257	202	138	270		2,948
Appropriated Dollars (000's)	250	1,612	1,643	605.7	648.9		33,330
Grant Dollars (000's)	480	2,673	1,703	1,466	3,166		51,751
Total Dollars (000's)	730	4,285	3,346	2,072	3,814		85,079
<b>Leverage Ratio (Grant \$ ÷ Appropriated \$)</b>	<b>1.92</b>	<b>1.66</b>	<b>1.04</b>	<b>2.42</b>	<b>5.88</b>		<b>1.55</b>
% Grants Received	100	82	92	90	100		88%
Toll Free Number	601	1,184	804	N/A	N/A		62,133
Miles Traveled (000's)	31	273	130	20	55		4,358
<b>Outputs</b>							
Conference Presentations	15	23	143	21	10		1,408
Presentations Non-Conference Beginning 2019				45	74		271
MAPPINGS	0	4	4	3	7		271
Mailings (000's)	10.4	9.3	10	2.5	NA		708
Surveys	2	59	71	1			731
Teaching - # of Students Taught	260	219	176	98	81		8,790
Teaching - Total # of Students in MA CED Program	0	0	0	20	10		--
Training Programs	0	195	186	62	101		2,835
Books	0	0	1	0	1		22
Chapters/Articles	24	22	10	24	0		587
Rural Research Reports / Research Briefs	3	6	3	2	23		272
Trade Publications and Technical Reports	0	17	19	3	1		368
Total Publications	27	45	33	29	25		1,225
<b>Outcomes</b>							
Conference Participants	1383	7,764	6,838	5,561	2,454		166,314
Awards	1	1	0	2	2		79
Jobs Created/Retained*	0	684	353	402	167		7,664
SBDC Debt and Equity Funding (Loans) (\$000's)	0	5,303	3,356	3,900	2,043		66,451
VASDC Debt and Equity Funding (Loans) (\$000's)	0	0	0	127	900		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 manages this program with support from Linda Lee Blaine. 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.



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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 \$276,000 to support her efforts.
  
3. ***Value-Added Sustainable Development Center (IVARDC).*** Sean Park manages the IVARDC, with support from Kristin Terry, John Bannon, and Robin Johnson. 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 press release and picture from the University of Illinois celebrating the opening of the Rise Community Market in Cairo, Illinois (Fig. 2). It shows Sean Park and I, along with Lt. Governor Juliana Stratton, Kyle Harfst from the IIN, and Thomas Simpson, the Mayor of Cairo: <https://news.uillinois.edu/view/7815/2002407495>.

**Figure 2. Rise Community Market Grand Opening Celebration in Cairo, IL**



4. ***Small Business Development Center (SBDC).*** Ann Friederichs and Maria Ramos help entrepreneurs start news 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 2023 news report on an 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).

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5. ***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>.
6. ***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.
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 Wherey 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.*

- a. DCEO Broadband READY (\$70,000): Chromebook Lending + Data Analytics Workshops. This is a collaboration between the IIRA, WIU School of Computer Sciences, Decision Sciences, and the Department of Communications.

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- b.** NSF Engines (\$1,000,000): There are nine IIN partners on this NSF planning grant (GSU as PI) that focuses on “Smart Logistics” and supply chain management. WIU is a sub-awardee on this project. The IIRA is collaborating with the College of Business and Technology / Supply Chain Management program. We are wrapping up our portion of the project. The end goal of this NSF planning grant is to prepare our research consortium to apply for a 10-year, \$160 million economic development grant.
- c.** 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. We submitted this grant in May 2024.
- d.** 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. NIU, the lead agency secured this grant. It will support research and conference at ISU in July 2024.
- e.** DPI / Center for Urban Resilience and Environmental Sustainability (CURES)(\$30,000 Co-PI). This project is led by the UI-Springfield. It brings state agencies and universities together to help communities address challenges related to drinking water, waste water, and storm water management. I was on the planning committee to support this initiative in 2023 and again in 2024.
- f.** 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.
- g.** 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 and then sustain a new grocery store in Cairo.
- h.** USDA—Rural Cooperative Development Center Grant (\$200,000). 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.
- i.** 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.
- j.** 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.

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- k.* 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.
- l.* 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.
- m.* Examples of Collaboration with IIN Central Office:
  - i.* 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.
- n.* Service to IIN:
  - i.* IIN Executive Board. Chris Merrett serves on the IIN executive board.
  - ii.* IIN Council. Chris Merrett represents WIU on the IIN General Council.
  - iii.* Serves on the IIN Research Working Committee.
  - iv.* Serves on the IIN Workforce and Education Working Committee
  - v.* Serves on the IIN Entrepreneurship Working Committee
  - vi.* Corporate Engagement Working Committee

**11. List grant activities and external funding sources:**

A list of selected grants secured by the IIRA in CY2023 is provided below in Table 3.

**Table 3. External Funding Sources**

IIRA Unit	Agency	Amount (\$)
• MAPPING the Future of Your Community Program	DCEO	\$160,000.00
• Peace Corps Fellows/AmeriCorps Program	IDHS	\$276,000.00
• Village of Chatham IMPLAN economic-impact analyses	DC	\$4,250.00
• Continuum of Care Support	VARI	\$10,120.00
• IMPLAN Study	ICGA	\$15,000.00
• SILC Survey	SILCI	\$13,200.00
• USDA Cooperative Development Grant	USDA	\$200,000.00
• Rural Energy for America Program (REAP)	USDA	\$146,749.00
• Illinois APEX Accelerator / PTAC	DCEO	\$67,787.00
• SBDC-FY23 (Federal)	DCEO	\$135,000.00
• Procurement Technical Assistance - FY 23	DCEO	\$75,000.00
• SBDC-FY23 (State)	DCEO	\$90,000.00
• SBDC - CY22 (Federal)	DCEO	\$135,000.00
• ReFED Project: Creating a Regional Food Economic Development Program	USDA	\$442,273.00
• Peace Corps/Americorps Project	IDPH	\$196,548.00
• Rural Transit Assistance Center Year II	IDOT	\$600,000.00

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The IIRA depends on external grants for over 60 percent of its personal and operating budget. Granting agencies include state agencies such as the Illinois Department of Commerce and Economic Opportunity (DCEO), the Illinois Department of Transportation (IDOT), the Illinois Department of Human Services (IDHS), and the Illinois Department of Public Health. Federal funding comes from agencies such as the United States Department of Agriculture (USDA) and the National Science Foundation (NSF).

Over the years, the IIRA has also secured funding from Community and Private Foundations, including the Moline Foundation, the Kellogg Foundation, and Google. The IIRA also secures funding through “fee for services” when it conducts feasibility studies and economic impact analyses.

**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



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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.

**13. If appropriate, please list community and/or regional engagement from unit:**

The IIRA has worked in all 102 counties in Illinois and over 500 communities in Illinois, Iowa, South Dakota, and the Mexican State of Chiapas. In CY2023, the IIRA worked in over 60 communities and counties in Illinois, including (Table 4):

**Table 4. Illinois Counties Served by the IIRA in 2023**

1. Alto Pass	21. Hopkins Park	41. Quincy
2. Assumption	22. Knox County	42. Rock Island
3. Benson	23. Lee County	43. Rushville
4. Brooklyn	24. Macomb (Multiple sites)	44. Sheffield
5. Bushnell	25. Mattoon	45. Springfield
6. Cairo	26. McDonough County	46. Sterling
7. Carlinville	27. McLean	47. Stronghurst
8. Carthage	28. Mercer County	48. St. Louis
9. Coal City	29. Moline	49. Sullivan
10. Colchester	30. Monmouth	50. Taylor Ridge
11. Durand	31. Mound City	51. Toledo
12. Effingham	32. Mounds	52. Toulon
13. Englewood	33. Mt. Pulaski	53. Ullin
14. Erie	34. Oakwood	54. Viola
15. Farmer City	35. Ogden	55. Warren County
16. Galesburg	36. Pana	56. Whiteside County
17. Greenup	37. Paxton	57. Williamsfield
18. Hardin	38. Peoria	58. Winchester
19. Henderson County	39. Pike County	59. Windsor
20. Hillsboro	40. Pittsfield	60. Winnebago County

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#### **14. Conclusion:**

The IIRA is committed to the mission and core WIU values and delivers on this mission and this set of 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 our leadership role in the Illinois Grocery Initiative.

We understand that WIU currently confronts some challenging budgetary issues. When our budget stabilizes, 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.

Over the long term, the IIRA aspires to be recognized statewide and nationally as a center of excellent for rural development research, teaching, outreach and policy development. National media outlets have reported on our work and we will continue to deliver impactful research, teaching, and technical assistance outreach that makes a difference in rural Illinois and beyond. Here are recent of example of national media reporting on our efforts:

- ***New York Times***: <https://www.nytimes.com/2019/11/05/us/rural-farm-market.html>
- CNN: <https://www.cnn.com/2019/07/19/business/dollar-general-opposition/index.html>
- ***Washington Examiner***: <https://www.washingtonexaminer.com/ahead-of-the-trend/2708766/sheffield-community-rallies-to-save-only-supermarket/>
- ***St. Louis Post-Dispatch***: [https://www.stltoday.com/business/local/rural-illinois-has-lost-population-over-the-past-decade-it-s-gained-in-diversity/article\\_8be9ed92-284e-53af-be7e-d159bd91a099.html](https://www.stltoday.com/business/local/rural-illinois-has-lost-population-over-the-past-decade-it-s-gained-in-diversity/article_8be9ed92-284e-53af-be7e-d159bd91a099.html).
- National Public Radio—All Things Considered: <https://www.npr.org/2020/12/28/950861977/toxic-individualism-pandemic-politics-driving-health-care-workers-from-small-town>.
- ***The Economist***: <https://www.economist.com/news/united-states/21735637-dollar-general-thrives-where-low-income-families-struggle-profitable-business>

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## **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.

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**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

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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 19 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.
3. Continue to develop webinars based on current issues that are on-demand and can be readily promoted to the law enforcement community.



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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 FY24, the Online Learning Network served 35,441 concurrent users totaling approximately 250,305.2 training hours (to date). In the past five years our users have increased 459.605%, and from 2019 to 2024 the courses completed in the Online Learning Network have increased 415.857%. The Institute continues to develop new

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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:**

Program Director Eric Arnold co-chairs the Illinois Homeland Security Advisory Council Prevention Subcommittee, participated in the Illinois Preventing Targeted Violence Initiative with HSAC, serves on the Illinois Domestic Violence Pretrial working group, co-chairs the Association of Threat Assessment Professionals Great Lakes Chapter, and has presented at countless seminars, conferences, panel discussions, and education/school preparedness task forces.

Program Director Derek Carle is a voting member of the Illinois Homeland Security Advisory Council and participates in two-subcommittees: the Law Enforcement Mutual Aid Committee and the Prevention (Targeted Violence) Committee. Within the community, he serves as the Deputy Director for the McDonough County Emergency Services Disaster Agency and as an Incident Commander for the State of Illinois.

Heather Hotz is ABD in her doctoral journey at WIU. As Director of the Executive Institute, Heather continues to guide the organization toward historic success in regards to the amount of grant funding monies awarded and the record numbers of educational opportunities that were offered/received by law enforcement. Newly implemented decisions and strategies in relation to living out our mission has resulted in a positive impact for the organization.

**11. List grant activities and external funding sources:**

Grants for FY24 academic year 2023-2024

ILETSB Programming - \$1,000,000

ILETSB Administrative - \$1,500,000

A.S.S.I.S.T. Program - \$3,500,000

STATE

FY 24 WIU PAR - \$400,000

FEDERAL - Active Homeland Security grants

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

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FFY 20 Cyber Intelligence Officer SHSP - \$107,281  
UASI - \$20,044

FFY 20 Jail Intelligence Officer SHSP - \$83,956  
UASI - \$81,719

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

FFY 22 WIU SHSP - \$513,283 UASI - \$513,283

FFY 22 Homeland Security workshops SHSP - \$ 362,750  
UASI - \$34,000

FFY 22 School and Campus Safety SHSP - \$422,625 UASI  
- \$422,625

FFY 22 ISP Fellowship SHSP - \$19,232 UASI - \$33,314

FFY 22 Cyber Intelligence Officer SHSP - \$58,926  
UASI - \$102,074

FFY 22 Jail Intelligence Officer SHSP - \$58,926  
UASI - \$102,074

FFY 23 WIU SHSP - \$540,000 UASI - \$540,000

FFY 23 Homeland Security workshops SHSP - \$360,000  
UASI - \$40,000

FFY 23 School and Campus Safety SHSP - \$717,465 UASI  
- \$717,465

FFY 23 ISP Fellowship SHSP - \$13,724 UASI - \$13,724

FFY 23 Cyber Intelligence Officer SHSP - \$94,437  
UASI - \$94,437

FFY 23 Jail Intelligence Officer SHSP - \$69,437  
UASI - \$69,437

**12. Please explain how your unit adds value to the educational experiences of Western's**

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**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, Psychology Department, and Applied Statistics and Decision Analytics to support three graduate students at our institution. The Executive Institute provides 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 graduate assistants, practicum and intern students through attendance and participation at conferences and meetings.

Additionally, this year the Executive Institute has been mentoring the WIU campus organization “Minorities in Blue,” an organization that serves a wide variety of students who wish to pursue a career in the law enforcement field. Additionally, MIB seeks to encourage women and minorities to join the field. This purpose is accomplished through the organization seeking to motivate, enhance, and empower a diverse population of students to become leaders in the Law Enforcement and Justice Administration field by inspiring them to not only become entry-level professionals but also to lead organizations as executives and administrators. We supported the organization by:

- Arranging for two presenters to come to Macomb/WIU campus to present for the organization, one being from the FBI Springfield Office and the second being from the Criminal Enforcement Division of the Office of the Illinois Attorney General – Chicago.
- Supported the fall fundraiser for the organization.
- Sponsored three members to attend the Women in Criminal Justice Conference in April, free of charge. The group was highlighted at the day one luncheon in front of the record breaking crowd, and was given a booth to set up for informational purposes.

**13. If appropriate, please list community and/or regional engagement from unit:**

School and Campus Safety Program, housed at the Executive Institute:

- Engaged the WIU community with training on Targeted Violence Prevention through Leakage and Cyber Investigation and offered several virtual opportunities for local and regional participants to be trained on Digital and Advanced Digital Threat Assessment by Safer Schools Together. Also trained several WIU Threat Assessment Team members in the Quad Cities with Dr. Gene Deisinger's two-day training on behavioral threat assessment team training.
- 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 Emergency Preparedness for two facilities management conferences – one on the WIU campus and one on the campus of NIU.
- Continue to engage the Homeland Security Advisory Council and Director of the Illinois Emergency Management Agency Office of Homeland Security on the importance of the

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Emergency Operations Center, as well as the need for additional funding for the Emergency Operations Center at WIU.

From April to October 2023, Heather Hotz served as the Facilitator of the Academic Affairs Strategic Planning group for Western Illinois University. She donated many hours of her time to collecting feedback, analyzing and interpreting the data. This included traveling the WIU-QC to collect data from business partners and community members.

The Executive Institute continues to manage the Emergency Operations Center grant on behalf of the University.

The Executive Institute supports the educational needs, as well as technical support and guidance for all sworn State of Illinois law enforcement personnel, and has since 1993.

Barend Wurth, our Program Coordinator in the Education and Training division, is a competitive age group triathlete who has competed in more than twenty full Ironman distance triathlons. In 2023, he qualified for the world championship in his age group. Last year, Barend started training and coaching WIU's Director of Bands, Dr. Mike Fansler. As the WIU age group Triathlon Team, they competed in the Chicago Triathlon, where Dr. Fansler set a "personal best" and Barend made third place. They will compete in the Ironman 70.3 Des Moines on June 9 and one or more races later in the year.

#### **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.