

# **Educational and Interdisciplinary Studies**

## **Consolidated Annual Report, Planning Document and Budget Request**

**CURRENT YEAR**  
**Fiscal Year 2011**

### **I. Accomplishments and Productivity for FY11**

A. Give a brief review of the division's goals and objectives for FY11: The chief goals and objectives of the EIS department for the past year were:

1. Rollout of new graduate program options
2. Managed and targeted enrollment increases in our EIS graduate programs
3. Establishment of a program of forging better connections with EIS graduates/alumni
4. Maintaining high scholarly productivity despite fiscal challenges

As can be seen from the goals and objectives of last year, 2010 was focused, based on changing professional needs in education, primarily on reorganizing and marketing our EIS graduate program. During 2010, all necessary University committee approvals were obtained for the department to proceed with reorganization of its graduate degree options in EIS. Catalog copy was rewritten and the new options have now been published. As part of the process, a brochure detailing the new options was developed and published both online and as hard copy. Copies of the brochure were mailed to school administrators within a 75 mile radius of Macomb along with a letter explaining the rationale for the changes and detailing the specific benefits students derive from participation in the degree program. The changes in the graduate program were also advertised in the local newspapers, Quad Cities news services, and in the WIU Alumni newspaper. Revising, updating and strengthening the degree options and the graduate curriculum represent major undertakings and accomplishments for the department during the past year. With the value of the Masters degree in Education being seriously questioned by many today, we are particularly proud of having proactively redesigned our program to meet the needs of today's Education professional.

During 2010, we also revised and updated our departmental web site considerably, published a newsletter, and established a Facebook presence on line. As part of enhancing our online presence, we specifically sought to facilitate contact with alumni of our graduate program. Our ultimate aim is better communication and connections between current students, alumni, and departmental faculty and administrators. It is too early to see what the impact will be, but, thus far, contacts appear to be up and many individuals have signed on to our Facebook page. In terms of enrollments, the number of students in our program has been steady, with a slight increase in the Language and Culture track. We will be monitoring enrollments carefully during 2011, and also intend on surveying our alumni for feedback on our efforts. As part of the major redesign of the graduate program, we also developed a new graduate TESOL certificate program for those individuals seeking to prepare for job opportunities in the teaching of English to non-native speakers.

In terms of faculty productivity, in keeping with our goal, the number of publications and presentations at professional conferences remained strong (see section XI for specifics). Particularly noteworthy is the fact that the number of publications increased significantly in 2010 (2009 = 3; 2010 = 10). However, due to the increasing cost of travel and budget uncertainties, conference presentations showed a corresponding decline. Overall, productivity remained strong despite the challenges of budget reductions and related financial challenges.

- B. List the most important divisional accomplishments for FY11 and document how these accomplishments support the goals and objectives of the University, including specific Strategic Plan accomplishments. List the accomplishments based on the below goal areas. Divisions may indicate “not applicable” or “none” under a goal area as appropriate.

1. Enhanced Learning Culture: Redesign of our graduate program was fundamentally driven by a desire to promote powerful and relevant student learning outcomes. Based on feedback from students and evaluators, it was determined that the current portfolio option as an assessment and culminating project did not promote a culture of enhanced learning as well as we would like. We have replaced this option with an increased focus on student writing and the completion of research projects designed to increase professional development and growth that enhances the value of a graduate degree in EIS for professional educators. Contemporary teachers, our primary clientele, are facing new demands in terms of required and relevant skills and our redesigned program was specifically structured to assist them in achieving this objective. We believe students should leave our graduate program equipped with ideas and skills that will facilitate their ability to positively impact their profession and enhance student learning and have designed our program to make this not only possible, but highly likely.

Under the leadership of Dr. Tracy Davis, CSP Program Coordinator, the Center for the Study of Masculinities and Men's Development was established in the department. With the growing disparity between males and females in terms of pursuing a university education, this group will, among other things, be exploring how the university environment might benefit men's development, engagement, and retention on campus.

2. Fiscal Responsibility and Accountability – Despite budgetary challenges, the Department has lived well within its allotted budget allocation for the past five years.

3. Partnerships, Community Engagement, and Outreach: In this area, the department partnered with the Havana School district affording 35 school teachers in the district the opportunity to pursue a master’s degree through a grant obtained by the district superintendent, a Western graduate. Our Bilingual Program Coordinator also met with several groups and administrators in the Quad Cities, which has increased interest and enrollment (SP2011) in our program, particularly at the graduate level. Lastly, as previously mentioned, considerable effort has gone into establishing online connections with our various constituents.

- 4. Access and Equity - NA
- 5. Student Centered Environment - NA

- C. Indicate measures of productivity by which the unit’s successes can be illustrated. Success of the department can be illustrated along the following measures of productivity:

**Teaching**

*EIS Majors*

<b>Students Enrolled in Departmental Majors</b>	Undergraduate	Graduate	Total
Bilingual/Bicultural Education	27		27
College Student Personnel		41	41
Educational & Interdisciplinary Studies		93	93
Teachers of English as a Sec. Language		2	2
	27	136	163

**Student Credit Hour Production**

Educational and Interdisciplinary Studies	Macomb	Quad Cities	Extension	Total	% Change
	6177	1084	494	7755	+3.94

**Scholarship**

- a. Book publications: 2
- b. Chapter/monograph/refereed article publications: 8
- c. Creative activities: 2 externally funded grants
- d. Conference presentations: 27

**Service**

Faculty members in EIS serve on a variety of departmental, college, and university committees. These range from Faculty Senate, Chair of CCPI, to Chair of the IRB Human Subjects Review Board. Faculty members also engage in service to Professional organizations, ranging from reviewing proposals for conferences to serving on editorial boards of major journals in their field.

- D. Describe how the division used any of the following categories of funds to enhance accomplishments and productivity:
  - 1. Western Illinois University Foundation funds
  - 2. Funds available due to vacant positions or dollars saved through hiring of new personnel at whatever level those funds reside
  - 3. Grants, contracts, or local funds
  - 4. Internal Reallocations: For reallocations over \$20,000, identify the amount, area that was reallocated from, and the priority that funds supported
  - 5. Other fund sources

Although restrictions on spending placed severe constraints on our ability to access funds, we were able to use funding from grants obtained by department’s faculty, through ICR recovery (based on continued funding for Project Estrella, and IFSA Foundation Study Abroad Scholarship grants won by departmental faculty), and reimbursements from an extension contract with the Havana School district, to assist us in enhancing accomplishments and productivity. ICR dollars helped to support faculty travel for scholarship, and assisted us in the purchase of several technology related items. Reimbursement from our extension contract with Havana provided funding for the design and printing of a new graduate program brochure, and mailing costs associated sending these out to school districts as part of our recruitment campaign.

In terms of reallocation, funding for faculty travel to conferences (typically costing a thousand dollars or more) was increased by \$100 per faculty member in order to support the departmental priority focus on scholarly/professional activity.

Foundation funds, particularly those related to the CSP program, among other things, helped to support CSP Week as well as in facilitating recruitment efforts for the program.

- E. Describe the impact the 3.5 percent rescission had on your division in FY11.

NA

## II. Budget Enhancement Outcomes for FY11

For each budget enhancement received in FY11 complete an Accountability Report form (Attachment A). Be specific about approved productivity measures. - **NA**

### BUDGET YEAR Fiscal Year 2012

## III. Major Objectives and Productivity Measures for FY12

- A. List the most important goals and objectives the division will pursue in FY12, and how these actions will be measured/assessed.

Goal 1: Increase and diversify enrollment in the Bilingual/Bicultural undergraduate major

- a. Number of new majors enrolled
- b. Number of diverse candidates enrolled
- c. Total number in major

Goal 2: Increase enrollment in the EIS graduate program

- a. Number of new graduate students enrolled
- b. Total number of graduate students in major by track

Goal 3: Increase the quantity and quality of contact between the department and regional educational institutions. Progress toward this goal will be measured as follows:

- a. Number of contacts
- b. Number of cooperative activities (grants, research, outreach, etc.)
- c. Number of program evaluations, workshops completed and professional development opportunities offered.

- B. Of the objectives identified above, please indicate which are directly related to Strategic Plan action items.

Goal number 1 of the Strategic plan is identified as Focused Recruitment and Retention. Our first two department goals align with this larger University goal. Our third goal aligns with the University Strategic Plan goal number 2, Enrich Academic Excellence, specifically, action number two.

- C. For Strategic Plan action items noted above, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).

With regard to the goals identified above, we expect to make specific progress over the next 12 months. However, completion is expected to take 3 to 5 years.

#### **IV. Technology Goals and Objectives**

- A. List the most important technological goals and objectives the division will pursue in FY12, and how these will be measured/assessed.

The only technology goal, or objective, pertains to maintaining and upgrading computers in order to maintain departmental and faculty productivity.

- B. Describe how these objectives build upon goals in divisional and/or institutional strategic plans.
- C. For each technology item, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).

#### **V. Internal Reallocations and Reorganizations**

- A. What are planned FY12 reallocations or reorganizations, including the movement of positions, the upgrade of positions, the creation of new positions, or the reallocation of personnel or operating funds?

For the upcoming year, the faculty line for Dr. Carla Paciotto, currently housed on the Macomb campus, will be moved to the Quad Cities campus. In addition, the faculty line previously occupied by Dr. James Cohen, previously housed in the Quad Cities, will be transferred to the Macomb campus. This shifting of positions between the two campuses will have no net effect on the overall departmental budget.

- B. How do these reallocations and reorganizations further Strategic Plan goals and objectives?

The chief reason for the switching of faculty lines involved the recruitment of students, particularly minority students, for our Bilingual program. This goal is in line with both the increased enrollment and increased diversity objectives of the University.

- C. Describe how all reallocations, permanent and temporary, will affect the unit's standard performance measures. - NA
- D. How are you planning to find new funds?

Strategically, we are working to develop more cohort based relationships with area school districts. Departmental faculty members are also encouraged to pursue external funding through various grant sources. Past success in the grant procurement area have been very helpful to the department. We continue to seek alumni support which has been very helpful in terms of maintaining quality programs and faculty and student support.

- E. What is the current status of the long-term funding goals established last year? - NA

#### **VI. Western Illinois University Quad Cities**

- A. Briefly describe programs or course offerings in the Quad Cities and the current success of those programs in terms of majors, minors, enrollment/SCH production, and completability.

Only our EIS graduate program is currently available in the Quad Cities. Students can complete any of our tracks at the Quad Cities campus. Enrollments and SCH for the past year are provided in the following table:

Number of students	25
SCH	1084

The EIS graduate program can be completed in one year for a full-time student. More typical, since the majority of our enrollees are part-time students, is completion in two years.

- B. How many faculty do you currently have located in the Quad Cities? How many Macomb-based faculty deliver courses in the Quad Cities? How many adjuncts did you use last year to teach in the Quad Cities? Will you be requesting additional faculty/staff next year (explain)?

We currently house three positions in the Quad Cities. Two of these are filled and one was vacated by a resignation during 2010. The vacant position will be filled, via transfer, by Dr. Carla Paciotto beginning in the fall of 2011 and we will seek to replace her position on the Macomb campus. We employed two adjunct instructors to teach essential courses in the Quad Cities during 2010 academic year. Beyond filling one vacant slot, no additional faculty/staff will be needed for next year.

- C. Will you be asking for new programs or offerings in the Quad Cities next year? Will you be offering fewer programs or courses next year (if so, explain why)? No.
- D. Summarize your short-term (2-4 years) and long-term (5 years or more) plans for Quad Cities in your unit (if applicable). - NA
- E. Explain additional resources (grants, foundation, etc.) derived from or located in the Quad Cities. - NA

**VII. New Academic Degree/Option/Certificate Development Requests**

- A. Complete a Request for New Academic Degree/Option/Certificate Development form (Attachment B) for each new degree, option, or certificate program to be submitted through the University curricular approval process in FY12, including enrollment projections and required resource requirements. Attach a copy of the feasibility study approved by the Provost.

NA

**VIII. New Operating Resources Not Included in VII**

- A. Complete an FY12 Budget Request form (Attachment C) for each new operating fund request not associated with new academic degree/certificate development requests identified in VII above. Also, please include any previous unfunded requests which remain as priorities.

NONE

**IX. Facilities Requests**

- A. Complete an FY12 Budget Request form (Attachment D) for each facility enhancement request over \$100,000.

NONE

**X. Summary—New Fund Requests**

- A. Identify, in priority order, requests for additional funding in a **spreadsheet** (Attachment E). Include all funds requested for new academic programs (VII), operating (VIII), and facilities (IX).
- B. On this spreadsheet, please be sure to indicate whether you are seeking one-time or continuous funding. If you are seeking continuous funding, identify whether it is for a period of years or a permanent base increase.

**XI. Scholarly/Professional Activities**

- A. Provide the total number of scholarly/professional activities in your area for the following categories:
  - a. Book publications: 2
  - b. Chapter/monograph/refereed article publications: 8
  - c. Creative activities: 2 externally funded grants (Project Estrella, for \$250, 000 and IFSA Foundation Study Abroad Scholarship for \$55,000)
  - d. Conference presentations: 27 - Please provide total conference presentations and international subtotal

**Conference Presentations**

National	International	TOTAL
24	3	27

Although such information was not specifically requested, it is worth noting that faculty members in the department were involved in a number of professional activities including giving keynote addresses, and serving in leadership in regional and national organizations and editorial boards of academic journals.

- ATTACHMENT A**    **Accountability Report for Program Support — FY11**
- ATTACHMENT B**    **Request for New Academic Degree/Option/Certificate Development — FY12**
- ATTACHMENT C**    **Budget Request — New Operating/Base Resources — FY12**
- ATTACHMENT D**    **Budget Request — Facilities over \$100,000 — FY12**
- ATTACHMENT E**    **Summary — New Fund Requests — FY12**