

Department of Educational Studies

FY17 Planning and Accomplishment Guidelines

Western Illinois University

Written Reports Due: Directors March 10, 2017; Deans March 17, 2017

Presentations: Directors March 22, 2017 (SH 205); Deans March 29, 2017 (HH 1)

Vice Presidents' Presentations: May 4–5, 2017

Respond to the following questions in ten to fifteen pages. Attach appendices with supporting documentation where appropriate. Please be sure to prepare responses that address Western Illinois University—Macomb and Western Illinois University—Quad Cities as appropriate.

Note: The current edition of *Higher Values in Higher Education 2012–2022* and the *2016 Strategic Plan Supplement* for your answers are available at http://www.wiu.edu/university_planning/strategicplan.php.

Current Year Fiscal Year 2017

I. Accomplishments and Productivity for FY17

A. Give a brief review of the division's goals and objectives for FY17.

Educational Studies Department pursued the following goals and objectives for FY17:

- Maintain the high quality of the newly established CSP Higher Education Leadership hybrid track at the Quad Cities campus, retain all students, and recruit an incoming class of 25 students.
- Explore possible opportunities to increase the number of undergraduate majors served by the department. Investigate the possibility of creating an Educational Studies undergraduate minor and major. This would be for students who are interested in learning about education, but who are not interested in becoming a certified teacher. Investigate the possibility of developing a Teacher Leadership certificate for undergraduate students to learn more about educational leadership as undergraduates.
- Continue to develop and implement a recruitment and marketing plan to increase the number of students in the M.S. in EIS program.
- Continue to develop and implement a recruitment and marketing plan to increase the number of bilingual-bicultural majors.
- Begin implementation of a new track in the doctoral program.

B. List the most important divisional accomplishments for FY17 and document how these accomplishments support the goals and objectives of the University, including specific *Strategic Plan 2012–2016* and *2016 Strategic Plan Supplement* accomplishments.

1. Enhanced Culture for Teaching and Learning

a. Maintain rigor and high academic standards

- The CSP and EDL Superintendent programs implemented new assessment plans and continue to monitor student performance in relation to program outcomes/standards.
- The department implemented changes to the new Educational Leadership doctoral program and continue to recruit qualified students to the P-12 and Higher Education options.
- The EDL superintendent program received approval from ISBE and IBHE.
- The Educational and Interdisciplinary Studies faculty completed a program review with changes moving through the curriculum approval process spring 2017.

- b. Continued support for the enhanced scholarship model
 - N/A
- c. Continued focus on the Centennial Honors College
 - Four CSP graduate students served the Centennial Honors College while completing their Advance Practicum course (CSP 562).
- d. Increase focus on internships and service learning opportunities
 - Students in the CSP SA and HEL tracks are required to complete extensive internship/practicum experiences. 52 CSP student served WIU as a graduate assistant one of the two campuses in Spring 2016. 26 CSP students served the institution with 120 hours each through CSP 561: Practicum in Spring 2016 on the Macomb campus. 48 CSP students complete an internship in Summer 2016 (8 were on one of the two WIU campuses). 55 CSP students served WIU as a graduate assistant on one of the two campuses in Fall 2016. 20 CSP students served the institution with 120 hours each through CSP 562: Advanced practicum in Fall 2016 on the Macomb campus
 - The EDL principal preparation program and the superintendent preparation program require 1-year internships (two 2 s.h. internships). 119 EDL students engaged in these internships during the Spring, Summer, and Fall 2016.
- e. Continued support for undergraduate and graduate research opportunities

The ES faculty continue to support graduate student research projects.

 - 12 CSP students participated in independent research project during the Spring and Fall of 2016.
 - 10 doctoral students proposed their dissertations and 18 doctoral students successfully defended their dissertations last year. The EDL doctoral program faculty worked with dissertation students to present and publish their dissertation research.
 - 8 Action Research projects, 3 Master's theses in the M.S. in EIS program.
 - One student presented at the AREA conference in Washington, D.C. with two faculty members, then published an article in a national peer reviewed journal
- f. Support scholarly/professional activity for faculty

Despite the financial conditions in Illinois, ES faculty continue to engage in scholarly professional activity.

 - Five ES faculty served as the editors for *Midwestern Educational Researcher* journal. Additionally, a graduate assistant was dedicated to assist with the journal.
 - An additional member of the ES faculty served on the MWERA Board of Directors and was recently elected for an additional three-year term.
 - An ES faculty member served as contributing editor and wrote the introduction to the 2016 issue of *Philosophical Studies in Education*, July 2016. Served as a conference reviewer for September 2016 and currently serving as a journal reviewer for the summer 2017.
 - An ES faculty member presented at *Trans*studies: an International Transgender Conference on Gender, Embodiment, and Sexuality*.

- An ES faculty member served as a reviewer for the following academic journals: *Journal of College Student Development*, *Religion and Education Journal*, *International Journal of Qualitative Studies in Education*, and the *Men and Masculinities Journal*.
- One faculty member served on the editorial board for the National Rural Education Association and another faculty member severed as a peer reviewer for the national journal
- Two faculty members served on the Higher Education Research Committee for the National Rural Education Association and devised a national document for the high priority research in rural America.
- One faculty served as a program evaluator for a higher education institution in New Zealand

2. Fiscal Responsibility and Accountability

a. Identify further costs savings to meet challenges in the FY17 and FY18 budgets

- Due to budget constraints, one ES Bilingual faculty resigned from WIU. This position was not replaced. This resulted in a savings of \$60,759.
- One ES faculty recently retired with a salary of \$92,579. This position will be replaced with a Unit B faculty member. The starting salary will be \$33,921. This will result in a savings of \$58, 658.
- One ES faculty member will retire effective June 30, 2017. This position will not be replaced and will result in a savings of \$111,411 for FY 18.
- The EIS program joined efforts to reduce traveling costs by teaching courses via 2-way video conferencing and/or online.

b. Identify alternative funding sources

- The EDL principal preparation program participated in the IL-PART grant. Partners included the Quincy Public Schools, Illinois State University, the Bloomington Public Schools, North Central College, Center for Catholic School Effectiveness, East Aurora School District, and the Dioceses of Peoria, Rockford, and Springfield. The total grant was for \$4.6 million over 5 years with the WIU/Quincy Public Schools budget for FY 17 at \$129,836.
- Undergraduate International Studies and Foreign Language Program Grant (UISFL): Communities as Agents of Change: Language and Area Studies for a Sustainable Future. WIU and Spoon River College has received support in the amount of \$424,812 for three years to develop, implement and assess this project that will impact students and faculty from six majors across two campuses.

c. Develop college priorities in fundraising

- The CSP, EDL, and EIS programs are working with the college development officer to identify funding priorities and outreach, by identifying potential top donors.

3. Enhance Academic Affairs Role in Enrollment Management and Student Success

a. Review undergraduate, graduate, and international recruitment plans for each department/school

- All ES program areas reviewed their recruitment plans and continue to recruit qualified

candidates.

- The Bilingual-Bicultural program faculty met with students at target market high schools to increase student awareness of the need for Bilingual Education teachers in Illinois. They also hosted twelve high school students from Beardstown, IL and fifty Spanish speaking 7th and 8th graders from Moline, IL at the Macomb Campus.
- The CSP program continued to recruit students for the Student Affairs (SA) and Higher Education Leadership (HEL) tracks. They have contacted over 500 potential candidates through email and the SA 101 Conference on the Quad Cities. They have established an effective social media presence using two outreach oriented Facebook pages. The two pages have over 800 followers. The program continues to host a CSP Open House in which applicants participate in interviews and sample CSP class. The program's plan effectively maintains healthy enrollment in both the SA and HEL tracks.
- The EDL recruitment and retention committee continues to use a 12-month recruitment effort for the Principal, Superintendent, and Doctoral programs. The plan effectively maintains robust enrollment numbers in all three programs.

b. Continue to expand Distance Learning opportunities

- The Educational Studies Department provided several codec, hybrid, and online offerings. All three EDL programs continue to make extensive use of 2-way and 3-way connections. The Bilingual Bicultural faculty continue their work with the Rock Island Regional Office of Education and the Moline/Coal Valley School District offering online courses so teacher can complete their ESL endorsement; and the CSP program continues to deliver hybrid courses at the Quad Cities campus for students in the HEL track.
- EDL faculty worked with "Mundelein" area educators to form a superintendent licensure cohort (meets at the University Center of Lake County). These students intend to move into the doctoral program (Spring 2017). The cohort is made up of 25 students.
- The ES faculty converted 8 courses to an online format. Three courses converted to a hybrid format.

c. Explore additional initiatives to enhance retention and graduation rates

- N/A

d. Maintain participation in the Building Connections mentoring program and other retention efforts

- One faculty member in the ES Department served as a Building Connections mentor
- One faculty member in the ES Department served in the FYE program
- 2 CSP students work as Graduate Assistants for the Building Connections program and FYE. 15 CSP students serve as Building Connections Mentors.

e. Enhance access, equity, and multicultural initiatives for entire campus community

- Three ES faculty members served on the WIU Expanding Cultural Diversity Project with one serving as co-director of this project.

- One ES faculty member continues to serve on the American’s with Disabilities Advisory Committee.
 - Several ES faculty members presented for the Myanmar ILBC Leadership Institute.
 - One ES faculty member served as a facilitator for “Meet our Arab Students: WIU for All!” event.
 - One ES faculty member co-facilitated "Between the World and Me by Ta’Nehisi Coates", Session III: "Getting Woke" 10/26/16; Facilitated discussion of "Between the World and Me by Ta’Nehisi Coates", Session III: Intersectionality and Masculinities 10/19/16;
 - One ES faculty member served as an Expanding Cultural Diversity Project panelist on 1/26/15 (Solutions: WIU United a Campus Wide Panel Discussion); Served as Director of the Center for the Study of Masculinities & Men's Development (Spring 2016);
 - One ES faculty member served as Advisory Board Member for the LGBT*QA Resource Center; Member of the University Committee on Sexual Orientation, Gender Identity/Expression (UCOSOGIE)
 - One ES faculty member served as discussant to follow the screening of “The Danish Girl” for an LGBT*QA Resource Center’s program;
 - One ES faculty member served as a panelist for Expanding Cultural Diversity Project to discuss issues of trans* inclusion at WIU and national issues and trends for trans*collegiate students.
 - One ES faculty member coordinated and created the presentation of first generation students given; advised the Western Society student organization; wrote a case study for faculty and staff going through Faculty and Staff Partnerships for Accessible Solutions training.
 - One ES faculty member was co-director of ECDP; and maintains the WIU Race For Justice: Black Lives Matter FB page (<https://www.facebook.com/wiublacklivesmatter/>); The Center for the Study of Masculinities and Men’s Development (CSMMD) FB page (<https://www.facebook.com/CSMMD/>); Men Advocating Nonviolence-MAN FB page (<https://www.facebook.com/nonviolentmen/>); Facilitated Getting Woke (Wake Up): Between the World and Me, Expanding Cultural Diversity Project Book Discussion
 - One ES faculty member has students teach and lead discussion on diversity issues in class; encourage students to apply for Golden Apple program, which is interested in fostering minority interest in teach; participate on University Diversity Council
 - One ES faculty member has served on the University Diversity Council
 - One ES faculty member provided grant funding to 11 faculty members to enhance their curriculum with a multicultural/international perspective
4. Focus on International Recruiting and Education Opportunities
- a. Continue to increase the number of international students
 - N/A
 - b. Increase awareness of study abroad opportunities
 - Through the UISFL grant, the goal is to expand and enhance study abroad opportunities in Latin America where students can engage deeply in language and culture, while implementing discipline-based knowledge. Projected outcomes: Increase number of students studying in Latin America by 50%; creation of internship initiative Western Illinois Global Corps; and improvement of intercultural competencies among students.
 - c. Develop academic partnerships with international institutions of higher learning
 - Through the UISFL grant, the goal is to expand opportunities for language training in international, community and campus settings. Projected outcomes: launch one intensive summer course for each year of the project. A second goal through the UISFL

grant, is to enhance and develop partnerships with community based organizations abroad where students can complete internships and experiential learning opportunities. Outcomes: double internship opportunities in Latin America and institutionalize CV writing workshops.

- d. Strengthen relationships with embassies and host countries
 - N/A
5. Facilities Enhancement and Technology Support
 - a. Support for the Center for Performing Arts
 - N/A
 - b. Enhance funding for classroom renovation
 - N/A
 - c. Support major capital budget initiatives
 - N/A
 - d. Support uTech initiatives
 - N/A
- C. Indicate measures of productivity by which the unit's successes can be illustrated.
 - Robust enrollment in the CSP and EDL programs
 - Spring 2016 Departmental Scholar in Bilingual/Bicultural Education, B.S.Ed. presented to Angelica Villareal
 - CSP Alum, [Daniel Hernandez](#) receives The 2016 Shelley Sutherland Outstanding Volunteer Award from The Association of Fraternity/Sorority Advisors
 - Adam McNeil (CSP 2017) the 2016 National Orientation Directors Association Conference (NODAC) Best Communication Graduate Student Case Study Competition
 - Carol Kilver, (EDL 2016) recipient of the Outstanding Independent Research Award from the Thinking Collaborative Leadership Network for her dissertation on "The Impact of Student Teaching on the Preservice Teacher"
- D. Describe how the division used any of the following categories of funds to enhance accomplishments and productivity:
 1. Western Illinois Foundation funds
 - EIS provided travel support to transport CSP Days candidates to/from QC airport
 - EIS program provided travel support for the Bilingual/LCE faculty to recruit in the Blue Island, Illinois area.
 - EIS provided travel support for three CSP students to attend and participate in the Student Affairs 101 Conference in Moline, IL
 - The CSP program provided thank you gifts, food, snacks and materials for the Student Affairs 101 Conference in Moline, IL
 - The CSP program provided support for participation in Alumni Hour for two CSP alums
 2. Funds available due to vacant positions or dollars saved through hiring of new personnel at whatever level those funds reside
 - One ES faculty recently retired with a salary of \$92,579. This faculty will be replaced with a

starting salary of \$33,921. This will result in a savings of \$58, 658.

3. Grants, contracts, or local funds
 - 1 USDE Undergraduate International Studies and Foreign Language Education Grant-\$424,812 for 3 years beginning October 1, 2016 through September 30, 2019
 - IL-Part grant
4. Internal Reallocations: For reallocations over \$20,000, identify the amount, area that was reallocated from, and the priority that funds supported.
 - N/A
5. Other fund sources
 - N/A

E. For the calendar year January 1, 2016, to December 31, 2016, provide the total number of scholarly/professional activities in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS / REFEREED ARTICLES	DOMESTIC/ INTERNATIONAL CREATIVE ACTIVITIES		DOMESTIC/ INTERNATIONAL CONFERENCE PRESENTATIONS	
		Dom.	Int'l	Dom.	Int'l
0	11	4	0	52	4

II. Budget Enhancement Outcomes for FY17

For each budget enhancement received in FY17—temporary or permanent—(i.e., 1% give back, end of year money) complete an accountability report form. Be specific about approved productivity measures.

III. Reductions for FY17

- A. Discuss staffing and operational reductions implemented during FY17.
 - One ES faculty recently retired with a salary of \$92,579. This faculty will be replaced with a starting salary of \$33,921. This will result in a savings of \$58, 658.
- B. In response to Item A (above), include the dollar amount for these reductions and whether the reductions result in one-time or continued savings.
 - The reduction in salary of this position to be replaced will result in a continuous savings of \$58, 658.

**Budget Year
Fiscal Year 2018**

IV. Major Objectives and Productivity Measures for FY18

- A. List the most important goals and objectives the division will pursue in FY18, and how these actions will be measured/assessed.
- Market and recruit for the Bilingual undergraduate program.
 - Continue to market and recruit for the CSP Higher Education Leadership track.
 - Monitor the enrollment of students in the Educational Leadership doctoral program, especially the Higher Education degree option.
 - Obtain approval for the revision of the M.S. Ed. Educational and Interdisciplinary Studies program. Once approved being marketing and recruitment efforts to increase program enrollment.
 - Complete feasibility study for an Educational Studies undergraduate minor and major. This would be for students who are interested in learning about educational systems and institutions, but are not concerned about becoming a certified teacher.
 - Explore resources and grants to develop a Rural Education Research and Service Center to assist PreK-12 schools to advance student learning and student achievement.
- B. Of the objectives identified above, please indicate which are directly related to the *2012–2022 Strategic Plan* and/or *2016 Strategic Plan Supplement*.
- All goals and objectives listed above are directly related to participation designed to increase undergraduate and graduate student enrollment and to improve retention and graduation rates. (see 1G & II. 2C of the Supplement) and Student Recruitment section of the Strategic Plan
- C. For those 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).
- Market, and recruit for the Bilingual undergraduate program. (continuous)
 - Continue to market and recruit for the CSP Higher Education Leadership track. (continuous)
 - Monitor the enrollment of students in the Educational Leadership doctoral program, especially the Higher Education degree option. (continuous)
 - Obtain approval for the revision of the M.S. Ed. Educational and Interdisciplinary Studies program. Once approved being marketing and recruitment efforts to increase program enrollment. (12 months)
 - Complete feasibility study for an Educational Studies undergraduate minor and major. This would be for students who are interested in learning about educational systems and institutions, but are not concerned about becoming a certified teacher. (12 months)

V. Technology Goals and Objectives

- A. List the most important technological goals and objectives the division will pursue in FY18, and how these will be measured/assessed.
- Upgrade technology in conference room (HH116) to better facilitate video conference/teaching needs.
 - Install Video Conferencing technology in conference room (HH115L) to facilitate group meetings and teaching.
- B. Describe how these objectives build upon goals in divisional and/or institutional strategic plans.
- For the Educational Studies Department, this would enhance the culture for teaching and

learning and will create a more suitable area for our doctoral students to defend.

- 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).
- 12 months

VI. Internal Reallocations and Reorganizations: Western Illinois University—Macomb

- A. What are planned FY18 reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, and/or the reallocation of personnel and/or operating funds?
- One QC ES faculty recently retired with a salary of \$92,579. This Unit A faculty will be replaced with a Unit B (an associate faculty/intern supervisor) position with a starting salary of \$33,921. These funds will be reallocated from the QC to Macomb and will result in a savings of \$58, 658.
 - Additional EDL faculty will retire on or before June 2018. These faculty will need to be replaced; however, rehiring should lead to a cost saving to the department and the university.
- B. How do these reallocations and reorganizations further *Strategic Plan* and/or *2016 Strategic Plan Supplement* goals and objectives?
- The reduction in salary is a 37% cost savings to the Department and to the University.
- C. Describe how all reallocations, permanent and temporary, will affect the unit's standard performance measures.
- In addition to teaching, the goal of this position is to assist with internship supervision which should reduce overload work assignments.
- D. How are you finding new funds?
1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation).
 - N/A
 2. Provide an explanation of how additional resources would be used to enhance divisional objectives.
 - N/A
 3. Summarize long-term external funding goals that extend beyond FY18.
 - N/A
 4. Develop indicators to track attainment of goals.
 - N/A

VII. Internal Reallocations and Reorganizations: Western Illinois University—Quad Cities

- A. What are planned FY18 reallocations or reorganizations, including movement of positions, upgrade of positions, creation of new positions, and/or reallocation of personnel or operating funds?
- One QC ES faculty member will retire effective June 30, 2017. This position will not be replaced and will result in a savings of \$111,411 for FY 18.
- B. How do these reallocations and reorganizations further *Strategic Plan* and/or *2016 Strategic Plan Supplement* goals and objectives?
- This is a cost savings measure to the department and to the University
- C. Describe how all reallocations, permanent and temporary, will affect the unit's standard performance measures.

- The elimination of this position should not have any impact on the our standard performance measures as we currently have faculty that could teach those courses. Staffing needs will continued to be monitored along with program enrollments.

D. How are you finding new funds?

1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation).
 - N/A
2. Provide an explanation of how additional resources would be used to enhance divisional objectives.
 - N/A
3. Summarize long-term external funding goals which extend beyond FY18.
 - N/A
4. Develop indicators to track attainment of goals.
 - N/A

VIII. Reductions for FY18

- A. Discuss planned staffing and operational reductions for FY18.
 - Three ES faculty will retire at the end of FY 18 and will have no impact on FY 18's budget.
- B. In response to Item A (above) include the dollar amount for these reductions and whether the reductions result in one-time or continued savings.
 - The dollar amount for these reductions will be included in FY 18's annual report.

IX. New Operating Resources

- A. Identify, in priority order, requests for additional operating funding in spreadsheet provided on the Provost's web site.
- 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.
- C. Complete an *FY18 Budget Request Form* for each request listed in "A".

X. Facilities Requests

- A. Identify, in priority order, requests for facility enhancements over \$100,000. These requests need to be identified as specific FY18 requests or long-range requests. For each request, identify the ways in which the facility enhancement will advance specific *Strategic Plan* and/or *2016 Strategic Plan Supplement* goals and objectives.
- N/A
- B. Provide specific outcomes for each facility enhancement request.
- N/A
- C. Provide an explanation of how each facility enhancement will affect the unit's productivity measures.
- N/A
- D. Complete an *FY18 Budget Request Form* for each request.