

To: Members of the Western Illinois University Board of Trustees
Carolyn Ehlert Fuller, Chair Todd Lester
Justin Brown Yvonne Savala
Roger Clawson

From: Joe Rives, Senior Vice President, Strategic Planning and Initiatives

Date: February 26, 2019

Re: February 2019 Strategic Plan Update

This month's *Strategic Plan Update* follows a process started in *January 2019 Strategic Plan Update* by seeking your feedback to items needed for inclusion in Criteria 2 and 3 in the University's Self-Study for reaffirmation of accreditation from the Higher Learning Commission (HLC).

Background

As you will recall, we agreed that the 2019-2020 Strategic Plan Supplement will focus on areas that WIU needs to address as we prepare for the April 2021 HLC accreditation site visit. The 2020-2021 Strategic Plan Supplement will focus on planned actions in relation to accreditation data trends. This two-year approach shows we meet and exceed accreditation criteria and have empirically-based plans to address challenges and sustain progress.

To date, the Social Responsibility (University Planning) Task Force has affirmed the University's *Vision, Mission, and Values*, completed an initial review of all five accreditation criteria, and shared results of Criterion 1 in last month's *Strategic Plan Update*.

Methodology

The operative question for the 2019-2020 Strategic Plan Supplement is, Does Western have sufficient data to demonstrate that it meets and exceeds each of the five accreditation criteria? Using Criterion 2 as an example, we must provide evidence to show that we meet Core Components 2A-2E. If we do not meet any of these Core Components, then we do not meet Criterion 2.

In order to meet a Core Component, we must meet each of its subcomponents. For example, in order to meet Core Component 2A, we must provide evidence that we meet subcomponents 2A1-2A3. Failure to meet any subcomponent means WIU fails to meet the Core Component and the related Criterion.

Implications

Failure to meet one or more of the five accreditation criteria jeopardizes an institution's accreditation status, along with the ability to administer federal financial assistance, and the transfer of credit hours and degrees to other regionally-accredited institutions of higher education.

Results

After review, we believe that there is sufficient evidence to demonstrate that Western meets Criteria 2 and 3, and all related Core Components and Subcomponents. However, there are recommended improvement actions to ensure that our analysis is correct.

1. With our commitment to shared governance (documented in Criterion 1) and reaffirmation of the priorities *Higher Values in Higher Education 2017-2027*, the Senior Vice President for Strategic Planning and Initiatives will report on the status of University *Strategic Plan* goals and priorities at the October and December 2019 Board of Trustees meetings.

2. The Board of Trustees indicated that it will participate in additional Open Meetings Act training in cooperation with the Illinois Attorney General Public Access Counselor.
3. Some university policies in the *University Policy Manual* have not been reviewed in the last three to five years. Therefore, we recommend that President's Leadership Team form a standing working group that in consultation with the related subject matter experts review and suggest updates, where appropriate, to university policies contained in the *University Policy Manual*.
4. The working group should also prepare and follow a three-year policy review rotation, using the process described above, for maintaining currency in policies contained in the *University Policy Manual*.
5. The Higher Learning Commission's expectation on *Control* require that institutions designate their status (public/private) in mission documents. Therefore, we recommend add the clause indicated in bold text to the History of Western Illinois University as documented in *Undergraduate* and *Graduate Catalogs* and other sources (e.g., *Higher Values in Higher Education*).

Specifically, we recommend amendment of the History and Heritage of Western Illinois University to State, "Founded in 1899, the Western Illinois State Normal School was established **as an Illinois public institution** to address teacher preparation in the state's grammar schools...

6. Add analyses of student persistence, completion, and time-to-degree rates to program review self-studies.
7. Continue to address challenges identified in the Self-Study related to:
 - A. Increasing International student and WESL enrollment.
 - B. Receiving state funding for deferred maintenance.
 - C. Achieving release of frozen state funding for the Center for Performing Arts and Western Illinois University-Quad Cities Phase III.

University Feedback

The Social Responsibility Task Force asks that you read the summary of Criteria 2 and 3 (below). This is our determination of where data shows that WIU meets the core subcomponents and core components for HLC criteria 2 and 3. Keep in mind that we are not addressing trends at this point. Only do we have sufficient evidence presented. In providing your feedback, please recall that this is institutional accreditation. Responses need to focus on university, campus, or other actions that extend across multiple departments and/or units, or impact a wide array of students, faculty, and/or staff.

There are places in the document where you will see either XXX or #. This is a placeholder for data that is currently being collected, and will be included in the next draft of the Criterion.

We also seek your suggestion if you feel that there are institutional actions that need to be taken to successfully address core subcomponents, components, and criteria. This was the basis for our seven recommendations stated above.

Thank you for your continued engagement and support of university planning. Please contact me if you have any questions about the material in this *Update*, and/or feedback with regard to the continue successful implementation of *Higher Values in Higher Education*. Similar analyses to Criteria 4 and 5 will be presented in future Strategic Plan Updates.

cc: President Thomas CSEC President Whan SGA President Ramos
 Interim Provost Clow COAP President Adamson Associate Provost Mossman
 Vice President Bainter Faculty Council Ch. Porter Associate Provost Morgan
 Vice President Williams Faculty Senate Chair Pynes Planning, Budget, and IR Staff
 Interim Vice President Polley SGA President Reed President's Office

Criterion 2 Ethical and Responsible Conduct

2.A. Western operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

(2A1) Fiscal Integrity

WIU is not under financial restrictions from the United States Department of Education or other federal or state government agencies. The Board of Trustees fiscal oversight, institutional processes for expenditure approvals, compliance with state statutes, engaging in external and external audits, and submitting annual financial indicators to the Commission assures financial integrity.

(2A2) Academic Integrity

No regional, specialized, or national accrediting agency has ever placed WIU under negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.). Western maintains ongoing relationship with the Commission, other state agencies, 17 discipline-specific accreditation agencies, and promotes timely degree completion through advising, the Cost Guarantee, and GradTrac.

(2A3) Personnel Integrity.

Institutional polices, training, structures, processes, and corrective actions when necessary upholds personnel integrity.

- a. Western Illinois University has a [Non-Discrimination Policy](#). All employees complete mandatory ethics and sexual harassment prevention trainings annually.
- b. The University has 10 policies related to fair behavior and equal treatment of employees: *ADA Services for Faculty/Staff, Bereavement Leave, Employment of Individuals with Disabilities, Equal Opportunity and Affirmative Action, Military Service, Reasonable Accommodation of Students and Employees, Religious Observance, Service Animals, Services for Students with Disabilities, and Sick Leave Bank.*
- c. The University also has an additional nine policies on ethical behavior of employees: *Avoidance of the Appearance of Nepotism in Academic Matters, Conflict of Interest, Conflict of Interest with Regards to Sponsored Projects, Consensual Amorous Relationships, Discrimination Compliant Procedures, Non-Discrimination, Outside Consulting and Research Activity, Responding to Allegations of Misconduct in Scholarly Activities, Sexual Misconduct and Gender Non-Discrimination Policy (Title IX), and Workplace Violence.*
- d. Board of Trustees Regulations include institutional protocol related to employee discipline and termination. Employee rights and responsibilities in these and other matters are further defined in contractual agreements and the *Civil Service Employees Handbook*.

This is also the section of the accreditation Self-Study where the institution needs to address the Open Meetings Act violation. The Self-Study states, “As stated to the University community on November 5, 2018, the Board of Trustees acknowledged that it did not comply with the Illinois Open Meetings Act (*110 ILCS 690/35*) in its June 28, 2018 closed session. The Board Chairperson presiding over the Board at that time resigned. The University hired new Legal Counsel with expertise in the *Illinois Open Meetings Act*, and the Board will participate in additional Open Meetings Act training in cooperation with the Illinois Attorney General Public Access Counselor”.

2.B. Western presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

- a. The University publishes academic programs in A to Z indices for the [Macomb campus](#) and [Quad Cities campus](#), on the [academics website](#), and in the [Undergraduate](#) and [Graduate Catalogs](#). The latter two documents also contain academic policies, and program and degree requirements.
- b. The [Undergraduate Catalog](#) displays the University’s Trustees, Officers of the University, faculty and professional staff. The [University Directory](#) provides contact information for all University employees and students. Departmental websites provide faculty contact and background information. Examples are shown for [Biological Sciences](#), [Curriculum and Instruction](#), [Management and Marketing](#), and [Music](#)
- c. Tuition fees, room and board rates are displayed in [Undergraduate](#) and [Graduate Catalogs](#), and on the [Tuition and Costs website](#).
- d. The [Western Commitment Website](#) provides information about the amount in automatic scholarships for new freshmen. Similar websites are also available to new [transfer students](#) and [dually enrolled high school students](#). The University also provides a [net price calculator](#) to assist with financial planning.
- e. The [Undergraduate Catalog](#) and [Graduate Catalog](#) document Western’s history and development as a public university. These documents also contain the University’s accreditation relationships with the Higher Learning Commission, 17 discipline-specific agencies, and membership in the National Council for State Authorization and Reciprocity Agreements. The [Accreditation Schedule website](#) contains links to each of the University’s accrediting bodies, the degree programs accredited, and the last and next dates of accreditation.

2.C. The Board of Trustees is sufficiently autonomous to make decisions in the best interest of the University and to assure its integrity.

(2C1) The Board’s deliberations reflect priorities to preserve and enhance the institution.

- a. The powers and duties of the Board of Trustees are defined in Illinois State Statute, [110 ILCS 690/35-45](#). These responsibilities include institutional planning and priority setting, legal and fiduciary management, and degree conferral. As such, the Board receives:
- Quarterly Reports from the President, Assistant to the President for Governmental Relations, the Vice Presidents, and four standing reports *on Contributions, Purchases between \$100,000-499,999, Planning, and the President's Executive Institute.*
 - Three standing quarterly resolutions that require Board action: *Purchases Above \$500,000, contract ratifications with collective bargaining units, and Release of Closed Session Minutes.*
 - Fourteen annual reports with regard to: *Academic Program Changes; Athletics; Campus Master Plans; Cumulative Strategic Plan Accomplishments; Curricular and Administrative Changes; Enrollment, Retention, and Graduation Rate Information; External Audit; Facilities Condition Assessment; Financial Aid; Reporting on Teach Out Plans for Disestablished Majors; Sponsored Projects; Strategic Plan Update; and Student Cost Guarantee.*
 - Fourteen annual resolutions, where the Board takes action on: *All Funds Budget, Appropriated Operating and Capital Recommendations to the Illinois Board of Higher Education, Approved Depositories and Signatories, Calendar Year Board Meeting Schedule, Fees, Higher Values in Higher Education (University Strategic Plan) or Higher Values in Higher Education Supplement¹, Internal Audit Charter, Preliminary Spending Plans, Presidential Assessment and Contract, Room and Board, Student Health Insurance, Tenure Recommendations, and Tuition.*
- b. The Board also receives ad hoc reports and resolutions to address timely issues. Examples include *Statewide Budget Context* Power Point presentations between FY16-18 as the University implemented plans to decrease expenditures and increase revenue, and *FY19 Positioning Western Illinois University for the Future Updates* with similar goals. Additional examples include approving Western Illinois University's Quality Initiative for the Commission, offering federal tuition assistance for students from the United States Armed Forces, and approving honorary doctorate recipients.

(2C2) *The Board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.*

The Board uses seven methods to gain university perspective.

- a. The Senior Vice President for Strategic Planning and Initiatives provides [Monthly Strategic Plan Updates](#) to convey timely strategic planning information, seek institutional feedback, and provide information received to the Board.

¹ *The University's Strategic Plan is updated every fifth year, with annual Supplements produced in intervening year.*

- b. The [Board website](#) contains contact information for each Trustee.
- c. Part of the Board's annual retreat is used to learn more about institutional programs and services.
- d. The Board started a new Points of Pride Segment at quarterly meetings in September 2018. Up to four speakers address the Board in areas of expertise, so the Board can have an increased understanding of how employees serve students and support our host communities and regions.
- e. Quarterly Board meetings include a report on activities and perspectives from all of the University's governance groups on both campuses. The governance groups also present a *Consent Agenda* to provide the Board with feedback on scheduled reports and resolutions.
- f. There is a 20-minute comment period at each Board meeting to gain additional feedback on the materials contained in the Board's agenda.
- g. Each Board member completes a Trustee in Residence annually. Each Board member visit with employees in areas of interest, again with the intent of learning more about the University.

The Board uses five methods to gain external perspectives.

- a. All Board members attend mandatory training provided by the State.
- b. Representatives of the Board attend Association of Governing Boards (AGB) annual conferences and share information with the Board as a whole.
- c. The Board's 2011-2018 annual planning retreats were facilitated by an AGB consultant to give additional statewide and national context for the challenges and opportunities facing the University.
- d. [Monthly Strategic Plan Updates](#) often include external benchmarking.
- e. External data is also included in many of the Board's Annual Reports.

(2C3) The Board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

- a. All Board candidates are vetted by the Illinois State Senate to ensure independence from undue influence. Board membership is voluntary. Appointed members sign *Annual Conflict of Interest Statements* with the University and the State.
- b. If there is potential for a conflict of interest in Board actions, individual board member(s) recuse themselves(s). For example, one Board member annually recuses himself from the

Approved Depositories and Signatories since he is the president of a local bank. Additionally, a second board member resigned from the Board in December 2018 after receiving a new job with the State of Illinois where state statute prevented his continuing service to the University.

(2C4) The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Following the [Western Illinois University Board of Trustees Bylaws](#), the Board entrusts the coordination and management of the University to the President with the understanding that provisions shall be made for advisory participation by faculty, staff, and students in university decision-making.

- a. [Dr. Jack Thomas](#) was named the 11th President of the University in 2011. Dr. Thomas leads an institution that serves over 8,500 students in 66 undergraduate and 37 graduate degree programs, with over 700 faculty members and an annual budget of over \$220 million. President Thomas' is committed to shared governance (1A1) institutional transparency (1B1-1B3). Dr. Thomas delegates management functions to five vice presidents, who also serve as officers of the University.
- b. Faculty own the curriculum, and engage in academic shared governance, as shown in approval processes for new undergraduate and graduate courses, degree, option, concentration and certificate programs, and University Honors Council approval of honors courses initiated by faculty.
- c. Individual programs/committees and departments complete and submit annual assessment plans and report to the Provost's Office. These plans define learning objectives, data collection and results, and plans for continuous improvement.
- d. Departments and Schools complete Illinois Board of Higher Education program reviews of quality and viability. The University's Program Review Guidelines define roles and responsibilities of external reviewers, department chairpersons/school directors, deans, the associate provost and provost in this process.
- e. Departments and schools are responsible for completing and maintaining discipline-specific accreditations, where appropriate to the discipline.
- f. By contractual agreement with the University Professionals of Illinois, when the University is considering eliminating academic programs that would result in the layoff of an employee, it will constitute an Academic Program Elimination Review (APER) Committee composed of and elected by employees in the bargaining unit.
- g. The sole purpose of the APER Committee is to provide recommendations to the Academic Vice President concerning academic programs being considered for elimination which would result in the layoff of an employee. The APER committee was formed in academic years 2015-16 and 2018-19.

- h. The Faculty Senate has seven councils and five committees that oversee academic matters.
- The [Council on Admission, Graduation and Academic Standards \(CAGAS\)](#)
 - The [Council on Campus Planning and Usage \(CCPU\)](#)
 - The [Council on Curricular Programs and Instruction \(CCPI\)](#)
 - The [Council on General Education \(CGE\)](#)
 - The [Council for Instructional Technology \(CIT\)](#)
 - The [Council on Intercollegiate Athletics \(CIA\)](#).
 - The [Council for International Education \(CIE\)](#)
 - The [Summer School Committee \(SSC\)](#)
 - The [Writing Instruction in the Disciplines \(WID\) Committee](#)
 - Budget Transparency Committee (no web link)
 - Committee on Provost and Presidential Performance (no web link)
 - Senate Nominating Committee (no web link)
- i. There is also the Graduate Council, University Honors Council, and Quad Cities Faculty Council

2.D. Western is committed to freedom of expression and the pursuit of truth in teaching and learning.

The entire university is designated as a free speech area. WIU does not restrict free speech to a specific location. Demonstrations are permitted on university premises as long as they do not disrupt the academic experience or threaten the safety of students and staff. Additionally, there is the:

- a. [Appearance of Off-Campus Speakers Policy](#)
- b. [Religious Observance Policy](#)
- c. [Student Code of Conduct](#) and [Disruptive Student Behavior Procedure](#)

With regard to the pursuit of truth,

- a. The Board of Trustees Regulations on [Academic Freedom and Responsibility](#) recognize that academic freedom is essential right to teaching and research for the common good. Membership in the academic community imposes responsibilities and obligations to respect the dignity of others, the right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry, instruction, and expression—on and off campus.
- b. Students are treated with dignity and mutual respect in the all aspects of teaching, research, and service through the [Just and Equal Policy](#).
- c. There are protective measures for students and faculty in addressing controversial subject matter to ensure that there is not retaliation. This includes the [Policy on Grade Appeal](#), andr *Articles 20.11* and 33 in [Agreement 2017-2021](#).

2.E. Western's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.

(2E1) The University provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its [faculty](#), staff, and students.

- a. In an average year, WIU faculty and staff author 22 books and 302 chapter/monograph/refereed articles, make 909 conference presentations, and generate 963 creative activities. This is in addition to earning an average of \$10.8 million in annual contracts and grants.
- b. Oversight for the quantity and quality of scholarly/creative activity occurs as part of the promotion and tenure process.
- c. Oversight for the ethical use of subjects is the responsibility of the Institutional Review Board (IRB), and the Institutional Animal Care and Use Committee.
- d. The [Conflict of Interest With Regards to Sponsored Projects Policy](#) assures that scholarship is conducted in an objective manner, free of any potential for undue influence arising from the private financial interests of those responsible for the conduct of the research.
- e. The [Intellectual Property Policy](#) defines roles, responsibilities, and ownership related to intellectual property, technology transfer, patent, copyright, traditional academic copyrightable works, works created as an institutional initiative, and non-exclusive right to use.
- f. Examples of university offices supporting scholarly activity include the Center for Innovation in Teaching & Research, Geographic Information Systems Center, University Libraries, and the Office of Sponsored Projects.
- g. There are Summer Research Stipend Awards, and the Mini-Sabbatical/Grant Writing Fellowship program.
- h. WIU invested over \$5.4 million in faculty and staff travel between FY14-18 to support professional development and presentation of original research and creative activities
- i. One hundred and thirty-seven faculty members earned sabbaticals between academic years 2012-2013 and 2017-2018.
- j. There are college and university awards for research
- k. Students engage in research in courses, as undergraduate research assistants, and graduate assistants. In addition to access to the aforementioned programs, services, and requirements (discussed above) students have access to Writing Centers, and individual and group presentations on library use.
- l. Individual schools and departments provide university-wide and discipline-specific information to students on scholarly activity, resources, and expectations. Examples include [Counselor Education](#), [Environmental Science](#), [Nursing](#), and [Psychology](#).

Additionally, the School of Graduate Studies produces [Guidelines](#) for the submission of theses and dissertations.

(2E2) Students are offered guidance in the ethical use of information resources.

- a. Ethical use of information resources is overviewed at Summer Orientation and Registration. Signing on to the WIU network requires the end-user acknowledge appropriate use. University Libraries also offers individual, group, and classroom instruction on the ethical use of information resources. Writing in the Discipline courses, and other research courses in the student's discipline cover this topic.
- b. The University's [Course Syllabus Policy](#) requires that all WIU course syllabi contain a weblink to the [Student Academic Integrity Policy](#), which defines and sets protocol for episodes of academic dishonesty.
- c. Students (and faculty and staff) are governed by the [Appropriate Use Policy](#), [Password Policy](#), [DMCA and HEOA Response Policy](#) to ensure that computing resources are used ethically.
- d. The [Student Code of Conduct](#) makes students eligible for sanction when engaging or participating in cheating, plagiarism, or other forms of academic dishonesty.

(2E3) WIU reinforces policies on academic honesty and integrity.

- a. WIU policies on academic honesty and integrity are included in the [Student Code of Conduct](#), [Undergraduate](#) and [Graduate Catalogs](#).
- b. The [University Course Syllabus Policy](#) requires all WIU syllabi to include web links to [Student Rights and Responsibilities](#) and [Academic Integrity Policy](#).
- c. The [Academic Integrity Policy](#) requires all members of the university community to report witnessed or suspected violations of academic honesty and integrity.
- d. Faculty use plagiarism detection software to ensure that students are submitting original work. Testing Centers on both campuses deploy video surveillance to ensure that students are not cheating. The University also uses Respondus Monitoring and Lock Down Browser to ensure distance education students maintain academic integrity.
- e. Engagement in plagiarism, fabrication and falsification, cheating, complicity in academic dishonesty, abuse of academic materials, and multiple submissions results in sanctions ranging from reproduction of the assignment to institutional dismissal.

CRITERION 3 TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

Core Components

3.A. WIU's degree programs are appropriate to higher education.

(3A1) Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded

Currency

- Faculty use feedback from 21 external advisory boards, annual assessment of student learning outcomes, 2016-2018 review of General Education review, program review, and discipline-specific accreditations to maintain curricular currency.
- Faculty embed their research, creative activities, and service into the scholarship of teaching and learning.

Levels of Student Performance

- A plus/minus grading system for undergraduate courses in fall 2010 to enhance the precision of assessment of student mastery in course content.
- WIU implemented a [Grade Replacement Policy](#) in fall 2011.
- Credit hour requirements for all WIU degrees and certificates comply with [23 Illinois Administrative Code 1050](#), Illinois Board of Higher Education's (IBHE) [Definition of Degree Levels](#), and federal compliance requirements.

(3A2) Western articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

- A standard template in the [Undergraduate Catalog](#) and The [Graduate Catalog](#) display degree offerings, location(s), instructional modality, program outcomes (learning goals), as well as major, minor, and university degree requirements and course descriptions.
- School and departmental websites (e.g., with [Nursing](#), [Engineering Technology](#), [Social Work](#), and [Museum Studies](#)) also contain this information.
- The IBHE requires that all new degree and certificate programs include a statement of program goals and intended learning outcomes.

(3A3) Western's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Western's courses and intended student learning outcomes are consistent across modalities and locations. Course content is not differentiated whether it is offered on- or off-campus. The University's dual enrollment courses for high school students are WIU courses taught by WIU faculty and open to all WIU students, regardless of admission type. The University does not have contractual or consortial arrangements for instruction.

3B. Western demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

(3B1) The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Students graduating from Western Illinois University can complete General Education requirements at the University or at other institutions participating in the Illinois Articulation Initiative or that have compact agreements with the University.

Western Illinois University's General Education Program

New freshmen are required to complete the WIU General Education Core Curriculum as part of institutional degree requirements. WIU reaffirmed its General Education program in fall 2018. WIU's [Philosophy and Goals of General Education](#) establish the foundation for future learning applies across all disciplines. Students are required to successfully complete General Education courses in the areas of communication, natural science and mathematics, social sciences, humanities and fine arts, multicultural studies, and human well being to prepare for future and life-long learning.

In promoting student persistence and completion, the University has [English placement](#) and [math placement](#) processes. Western does not utilize placement testing in these areas, unless the individual student is trying to improve their placement.

The University's General Education curriculum provides high-achieving students with in-course honors experiences and honors classes, following the University's value of academic excellence. With the successful completion of 10 credit hours in [designated courses](#) students earn General Honors, and are eligible to complete [Departmental Honors Requirements](#). Students successfully completing both sets of honors requirements graduate with University Honors.

Illinois Articulation Initiative and Compact Agreements

IAI is a statewide program that promotes General Education completion through a common core of articulated courses to seamless transfer within Illinois public higher education. Compact Agreements represent articulation agreements where WIU has reviewed and accepts successful completion of general education requirements at the partner institution as evidence of meeting WIU's General Education requirements.

WIU accepts successful completion of General Education requirements from all 48 Illinois public community colleges through IAI, and at one Illinois private and eight Iowa community colleges through Compact Agreements. Students who complete an associate's degree in a baccalaureate-oriented program (A.A. or A.S.A.) at these institutions are accepted to WIU with junior standing.

WIU promotes high-achieving students taking honors general education courses at partner community colleges. Centennial Honors College has signed Honors Articulation Agreements with seven regional community colleges.

(3B2) WIU articulates the purposes, content, and intended learning [outcomes](#) of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

The purpose, content, and intended learning outcomes of WIU's General Education curriculum is displayed in the [Undergraduate Catalog](#). The University just reaffirmed that the program is grounded in a philosophy developed and approved by the General Education Review Committee, Faculty Senate, Provost, and President in fall 2018. Ongoing annual assessment of General Education includes operational definitions of intended learning outcomes, and processes for data collection and analysis, reporting, and continuous improvement.

(3B3) Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

General Education courses introduce students to different modes of inquiry, as they learn to collect, analyze, and communicate information. Discipline-specific mastery of these skills is achieved by successfully completion course, minor, and degree requirements. The pursuit of discipline-specific inquiry occurs inside and outside the classroom. For example:

- Undergraduate degree requirements include successful completion of the Writing Instruction the Disciplines (WIU) requirement.
- Students serve are guided in the ethical use of information resources.
- WIU provides Undergraduate Research Day, Graduate Research Day, the Quad Cities Research Conference, College of Arts and Sciences Research Inspiring Student Excellence, undergraduate teaching and research assistants, and independent studies.
- Students serve as practitioners in the University's public service units.
- Degree requirements include student teaching, internships, clinical placements, recitals, performances, exhibitions, and/or other capstone requirements.

Data from the Last [One-Year Alumni Survey](#) show that 23% of respondents are continuing postsecondary education and/or 83% are employed one year after graduation, with 71% of those respondents indicating employment is closely tied to their major. Additionally:

- [Engineering](#) graduates have a 100% pass rate on the Fundamentals of Engineering (certification) examination.
- [Nursing](#) graduates have a 100% placement rate.
- [Speech Pathology and Audiology](#) graduates have a 100% pass rate on the graduate licensure examination (PRAXIS II) and all of these graduates have obtained employment within three months of graduation.
- [The Illinois Board of Examiners](#) 2017 CPA Exam pass rates for 2017 show an average pass rate for students from Illinois colleges and universities at 50% compared to 71% at WIU, which the highest rate of all 12 Illinois public universities.

WIU graduate students are required to demonstrate advanced levels scholarly productivity and mastery of discipline-specific inquiry. Students engage in scholarship by presenting their original research/creative activities at the annual Graduate Research Day and at the Quad Cities Research Conference. Student mastery is demonstrated by successful completion of an exit option, which includes completion of comprehensive exams, action research paper, thesis, and/or dissertation.

WIU continually implements new support structure to support student mastery. For example, Accounting and Finance initiated the CPA Project in fall 2018 to increase the number of students who take and pass the CPA exam at the end of the Master of Accountancy program.

WIU graduate students are in high demand. For example:

- [College Student Personnel](#) has graduated approximately 1,000 alumni, and has a 100% post-graduation placement rating.
- [Counselor Education](#): School Counselors have a 100% job placement rate and a 100% pass rate on the Illinois School Counselor Content Examination. Likewise, Clinical Mental Health Counselors have a 95% job placement rate. Both of these occupational areas also have a 100% pass rate on the Counselor Preparation Comprehensive Examination.
- [Educational Leadership](#) has certified more than 2,000 principals and 600 superintendents. These programs have received national recognition by the Educational Leadership Constituent Council and the Specialized Professional Association for school leadership preparation programs.
- [Physics](#) ranks second in the nation by the American Institute of Physics for the number of M.S. degrees conferred.

(3B4) The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

The University *Mission*, general education program, academic portfolio, Foreign Language/Global Issues degree requirement, and Study Abroad opportunities all recognize the human and cultural diversity of the world in which students live and work.

All students are also strongly encouraged to participate in the over 200 Registered Student Organizations on the Macomb campus and 25 RSOs on the Quad Cities campus to enrich their educational experience.

WIU disburses several million dollars in scholarships annually to reward merit, address need, and support diversity. Through the University's [Scholarship Portal](#), students can access information on all university scholarships, and create customized queries in areas of interest, e.g., scholarships for minority students, scholarships for residents of certain communities or counties, etc.

In addition to Western Commitment Scholarship programs, other forms of financial aid used to recruit and retain high-achieving, diverse students include:

- Athletic Scholarships.
- Discipline-specific scholarships for first year and new transfer students.
- Senior Citizen Tuition Waivers.
- State and federal scholarships for military students that include a living stipend and Base Housing Allowance.
- Study abroad scholarships.
- Talent Grants in music, art, theatre, dance; and for students demonstrating leadership skills.

Through the [Administrative Internship Program](#), [Competitive Benefits Plans](#), [Dual Career Retention and Recruitment Program](#), and Underrepresented Minority Dissertation Fellowship and Visiting Professor Programs, WIU positions itself to recruit and retain a diverse faculty and staff.

Evidence of university effectiveness in promoting diversity and inclusion is demonstrated by:

- Increasing population of diverse students, faculty, and staff.
- Supporting a strong base of students participating in Study Abroad experiences annually.
- Serving 3,521 students with disabilities between Fiscal Years 2013-2018.
- National Survey of Student Engagement data showing second-semester freshmen and seniors rating WIU's diversity and inclusion at levels higher than national benchmarks.

Data from the [2018 Fact Book](#) shows that over one-half of the University's total undergraduate enrollment (52%) and graduate enrollment (58%) is female. Females account for almost half of WIU's faculty (46%), and over half of the graduate assistants (53%) and staff (55%).

WIU has two challenges related to diversity. While Western has been able to recruit and retain over 350 international students annually and international student enrollment has increased by 29 students (8.5%) between fall 2012 and fall 2018, it decreased by 139 students (27.2%) since fall 2014.

The challenges of international student enrollment have been pronounced in Western's English as a Second Language (WESL) Institute that provides intensive English language instruction. While WIU has served 871 WESL students between fall 2014 and fall 2018², the number of WESL students served in fall 2018 (9) is the lowest since fall 2015 (52).

WIU recognizes the need to improve international student and WESL enrollment. The School of Global Education and Outreach is implementing strategies to these ends.

(3B5) Faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Faculty engage in scholarship, creative works, and grant activity. Students produce/present original research/creative activities at Undergraduate and Graduate Research Days and the Quad

² The University began reporting WESL enrollment in the fall 2014 Fact Book.

Cities Research Conference, complete exit options, and serve as practitioners in the University's public service units.

WIU showcases scholarship and creative works. There are university and college awards for research and creative activities. University Libraries maintains a [searchable database](#) of publications produced by WIU-affiliated authors.

3C. WIU faculty and staff needed for effective, high-quality programs and student services.

(3C1) WIU has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Due to declining state appropriations, university income fund revenue from lower enrollment, and the historic and unprecedented FY16-17 statewide budget impasse and its aftermath, WIU had to reduce its workforce between FY15 and 19. Eight *Guiding Principles* were used by the President's Leadership Team in contracting the workforce. Specifically, WIU will:

1. Continue to be guided by the University's *Vision, Mission, and Values* articulated in *Higher Values in Higher Education*.
2. Base the University's academic portfolio on institutional areas of strength: Science and Technology, Business, Education and Community Service, and Regional Need.
3. Align university resources with enrollment and finances.
4. Not allow for students' academic experiences to be compromised: Students on both campuses and online will have access to courses needed for General Education and degree requirements.
5. Provide four-year undergraduate experiences and graduate programs on both campuses, and through distance education.
6. Minimize the number of tenured faculty layoffs.
7. Strategically reduce expenses in order to reinvest in high-need and growth areas.
8. Continue to demonstrate strict adherence to HLC and discipline-specific criteria for accreditation.

WIU used Guiding Principles (GP) three through seven to remain compliant with the expectations of this Core Component.

GP3: During the last HLC accreditation visit, WIU's student-to-faculty ratio was 17:1. In fall 2018, it was 13:1 in Macomb, and 14:1 in the Quad Cities. Western is working to increase enrollment to restore 17:1 student-to-faculty ratios, where lower ratios are not required by

discipline-specific accreditation agencies, to align university resources with enrollment and finances.

This realignment will not compromise the number or continuity of faculty in performing their roles and responsibilities. Shared academic governance that was reaffirmed during the academic year 2010-11 site visit continues. Faculty:

- Set course pre- and corequisites, and maintain academic rigor in all courses, degrees, options, concentrations, and certificate programs.
- Establish expectations for student performance in General Education.
- Engage in program reviews, discipline-specific accreditations, and the assessment of student learning.
- Hire faculty in the discipline.

GP4: Students academic experiences have not been compromised. *Annual Teach Out Plan* results shows that WIU continues to provide courses needed for students to graduate in majors that have been disestablished.

While 129 (6.8%) fewer courses were offered between fall 2015 and fall 2018, faculty continue to provide students with courses necessary for graduation. The 412 (14.7%) reduction in sections was greater than the reductions in unique courses. More elective than core courses were reduced.

Undergraduate and Graduate Courses by College
Fall 2015-2018

	Macomb				Quad Cities				On-Campus Subtotal			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Courses	1,462	1,372	1,332	1,285	223	218	221	215	1,685	1,590	1,553	1,500
Sections	2,257	2,033	1,948	1,781	237	233	239	227	2,494	2,266	2,187	2,008
	Extension				Total University							
Courses	222	255	261	278	1,907	1,845	1,814	1,778				
Sections	255	291	298	320	2,794	2,557	2,485	2,382				

From a student perspective, there may be more scheduling flexibility with the number of distance education courses and sections increasing by 56 (25.2%) and 65 (25.5%), respectively. There have been no official complaints logged with the University Compliant Officers with regard to course availability.

GP5 and 7: WIU continues reallocate resources to add new educational opportunities for students.

- Adding a scholarship to the University’s high school dual enrollment program helped to raise program enrollment from 21 students in fall 2015 to 58 students in fall 2018.
- Increasing the number of [online programs](#) from five to 19, and launching three master’s degree programs in hybrid format, along with implementing live streaming courses has

raised distance education headcount enrollment by 41.7% and credit hours generated by 38.9% between FY13-18.

- Establishing seven new undergraduate degrees since 2015 resulted in serving 143 majors in fall 2018.

Planning for future growth, the psychology major will be offered at WIU-QC beginning in fall 2019, and the Faculty Senate approved new civil and electrical engineering degrees in February 2019.

GP6: Excluding graduate assistants, WIU reduced the size of its workforce by 366 positions (18.6%) between fall 2014 and fall 2018. This included a reduction 248 staff and 118 faculty members. Staff-to-faculty reductions occurred at a ratio of 2.1:1 in order to protect Western’s academic core.

Layoffs to tenured/tenure track faculty were minimized. The 12.2% percent reduction was the smallest percent reduction in the faculty category and all other staff categories. The number of graduate assistantships increased by 16 to continue addressing student cost sensitivity issues.

University Employees by Category Fiscal Years 2015-2019 (Fall 2014- Fall 2018)						Cumulative Reduction	
	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>Amount</u>	<u>Percent</u>
Civil Service	<u>806</u>	<u>781</u>	<u>657</u>	<u>630</u>	<u>630</u>	<u>(176)</u>	<u>(21.8%)</u>
Negotiated	233	416	342	315	327	94	40.3%
Prevailing Wage	40	43	36	37	35	(5)	(12.5%)
Non-Negotiated	533	322	279	278	268	(265)	(49.7%)
Faculty	<u>705</u>	<u>679</u>	<u>615</u>	<u>608</u>	<u>587</u>	<u>(118)</u>	<u>(16.7%)</u>
Negotiated-Unit A ¹	450	454	412	412	395	(55)	(12.2%)
Negotiated-Unit B ²	121	130	120	106	92	(29)	(24.0%)
Non-Negotiated/Temporary	96	57	52	57	69	(27)	(28.1%)
Departmental Chairpersons	38	38	31	33	31	(7)	(18.4%)
Administrators	<u>315</u>	<u>311</u>	<u>279</u>	<u>263</u>	<u>257</u>	<u>(58)</u>	<u>(18.4%)</u>
Negotiated	73	71	66	62	63	(10)	(13.7%)
Non-Negotiated	242	240	211	199	192	(50)	(20.7%)
Non-Negotiated Temporary	--	--	2	2	2	2	100.0%
Professionals ³	<u>144</u>	<u>140</u>	<u>134</u>	<u>134</u>	<u>130</u>	<u>(14)</u>	<u>(9.7%)</u>
Negotiated	18	22	24	21	20	2	11.1%
Non-Negotiated/Temporary	126	118	110	113	100	(26)	(20.6%)
Subtotal	<u>1,970</u>	<u>1,911</u>	<u>1,685</u>	<u>1,635</u>	<u>1,604</u>	<u>(366)</u>	<u>(18.6%)</u>
Graduate Assistants	<u>482</u>	<u>492</u>	<u>496</u>	<u>498</u>	<u>509</u>	<u>27</u>	<u>5.6%</u>
Total	<u>2,452</u>	<u>2,403</u>	<u>2,181</u>	<u>2,133</u>	<u>2,113</u>	<u>(339)</u>	<u>(13.8%)</u>

Faculty continuity is demonstrated in length of service to WIU. The average years of university service by rank increased at all levels of faculty between fall 2015 and 2018, with the exception of lecturers.

Average Faculty Years of Service to WIU by Rank		
	<u>2015</u>	<u>2018</u>
Professors	16.6	17.0
Associates	11.1	12.4
Assistants	5.2	5.3
Instructors	6.4	7.4
Lecturers	8.3	7.5
Librarians	10.3	14.4

(3C2) All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

New faculty are hired by departments and schools, who set faculty qualifications. WIU upholds Commission policies and expectations with regard to faculty qualifications.

- All faculty possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.
- In WIU’s terminal degree programs (BFA, MFA, Ed.D., Ph.D.) faculty members possess the same level of degree.
- When faculty members are employed based on equivalent experience, academic departments and schools define a minimum threshold of experience and the evaluation process used in appointments.
- Faculty teaching general education courses, or other non-occupational courses that transfer, hold a master’s degree or higher in the discipline or subfield. If a faculty member holds a master’s degree or higher in a discipline or subfield other than that in which he or she is teaching, academic departments and schools are responsible for ensuring that faculty member have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

Graduate Assistants teach four percent of the University’s undergraduate courses, under the close supervision of WIU faculty members. Undergraduate Teaching and Research Assistants support classroom instruction but do not engage in direct instruction.

WIU dual enrollment courses with high schools are WIU courses taught by WIU faculty under the qualifications described above. Western does not use external employees to teach its courses and award credit. Nor does the University have any consortial or contractual agreements for instruction.

(3C3) Instructors are evaluated regularly in accordance with established institutional policies and procedures.

In accordance with the contractual [Agreement 2017-2021](#) with the University Professionals of Illinois, WIU follows *Articles 20 for Evaluation, Criteria and Procedures, 21 for Sanctions, 22 for Termination* for tenured/tenure track (Unit A) faculty. WIU also follows *Articles 33, 38, and 39* for similar matters related to non-tenure track (Unit B) faculty. [Board of Trustees Regulations](#) provide institutional procedures for the discipline and termination of WIU staff who, if qualified, are eligible to teach.

The Board grants tenure at its annual summer (June) meeting. The President approves faculty promotions. A total of 137 faculty members earned tenure, and 228 faculty members earned promotions between 2013-2017.

(3C4) WIU has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Between FY13-18, the University has invested \$XX million in travel, \$XX million in technology, and \$XX in the library, \$XX million in research, \$XX in public service, and \$XX in the Center for the Advancement of Teaching and Research. This \$XXX million investment is made in order to assure that faculty have the tools necessary to maintain instructional currency.

In further supporting instructional currency and faculty professional development:

- The Center for Innovation in Teaching and Research (CITR) provides over 200 workshops annually.
- CITR also provides mentoring programs for junior faculty to complement those actions occurring at the school, department, and college level.
- Annual Theme Year Programming promoting curricular civic engagement, locally and globally.
- [Board of Trustees Regulations on Academic Freedom and Responsibility](#) allow faculty to address controversial issues that are often timely.
- Promotion and tenure decisions that are based, in part, of the quality of instruction.

Instructional currency and proficiency are further demonstrated by faculty:

- Renewing professional licensure/certification where required by the discipline.
- Assisting students achieve high employment, graduate school matriculation, licensure and certification pass rates.
- Engaging with offices, programs, services, and committees that advance diversity.
- Maintaining discipline-specific accreditation with [17 external agencies](#).

WIU both supports and values instruction. There are awards at the university and college level.

(3C5) *Instructors are accessible for student inquiry.*

WIU's [Course Syllabus Policy](#) requires that all faculty provide students with contact information and office hours and location. Office hour requirements are stated in *Articles 18.15* for Unit A faculty and *32.1g* for Unit B faculty in [Agreement 2017-2021](#).

(3C6) *Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.*

Staff Qualifications

Unless granted a [waiver of search](#), all WIU staff members are initially hired through competitive search processes and have published job descriptions. Two recent events effect staff classifications.

Civil Service Reclassifications: In accordance with its statutory authority, The State University Civil Service System (SUCSS) published an [Exemption Procedures Manual](#) containing guidelines and criteria for “properly validating and designating positions as Administrative/Professional (AP) or Civil Service (CS)” on October 1, 2018.

All WIU AP positions were reviewed by a WIU Position Review Committee (PRC) in January 2019 to identify positions that would be reclassified from AP to CS, effective February 1, 2019. The reclassification effected # employees.

While reclassification did not change the employee's current working title or duties (e.g., a director is still a director), it did change the employee's state position classification (e.g., director to program coordinator).

Employee Layoffs and Bumping: WIU had to engage in # employee (# faculty and # staff) layoffs as a result of declining revenue. SUCSS procedures allow laid off CS employees the right to retain employment in the current job classification by “bumping” an employee with less seniority out of their job. Bumping seniority also applies to lower job classification in that category where the laid off employee is qualified and has more seniority than the current incumbent. Bumping was exercised in # positions.

Staff Training

HR supports professional development and knowledge about WIU career paths; certificate programs for supervisors and administrative support staff; topical presentations by request, and training on WIU systems for personnel, payroll, and time reporting.

Departments also provide training to their employees. Examples include *Family Educational Rights and Privacy Act*, *Health Insurance Portability and Accountability Act*, fork lift operations, blood born pathogens, personal protective equipment, and Illinois Workers Compensation.

Examples of university-wide training include HR and University Housing and Dining Services co-sponsoring WIU Development Day in December 2017. Other examples include training in the protection of members and guests of the University (active shooter training, rape aggression defense, and simulations of pandemic flu, biohazards, and weather emergencies).

WIU supports employees using tuition waivers to advance their educational and professional goals and objectives. For FY17-18 combined, 318 employees (duplicate headcount) utilized their institutional tuition waiver benefits.

Employee Support

WIU has promotional opportunities for all employees. Faculty can achieve rank and tenure in accordance with protocol defined in [Agreement 2017-2021](#). SUCSS allows for CS employees to request a desk audit if the employee is performing job duties beyond their civil service classification. Administrative and Professional (AP) staff members receive promotions via a successful search or an approved [waiver of search](#).

WIU supports employees in time of need through:

- The Employee Assistance Program (EAP).
- Ten institutional polices: [Active Military Service](#), [Bereavement Leave](#), [Emotional Animal Support](#), [Institutional Response to AIDS](#), [Missing Students](#), [Service Animals](#), [Sexual Assault](#), [Sexual Harassment in the Campus Community](#), [Sexual Conduct and Gender Non-Discrimination](#), and [Sick Leave Bank](#),
- HR held XX public sessions to discuss questions and concerns regarding CS reclassification, and XX public sessions on SUCSS “bumping” procedures.

3.D. Western provides support for student learning and effective teaching.

(3D1) WIU provides student support services suited to the needs of its student populations.

WIU serves a wide array of students with diverse needs, interests, and abilities in our service as a comprehensive university. In addition to the eight offices and nine initiatives and organizations supporting diversity, eight academic support offices and six methods on line academic support, academic advising, and University Libraries, five additional examples include:

- The [Career Development Center](#) assists in internship and career planning.
- Food Pantries are available on both campuses to address issues of food insecurity.
- [Intercollegiate Athletic Academic Support staff](#) works with student-athletes to balance academic responsibilities with athletic participation.
- [Rocky Resources](#) provides tutoring, success workshops, and online resources to help students attain their educational goals
- [Writing Centers](#) provide students with collaborative, individual consultation on writing projects from any discipline at any point in the writing process.

(3D2) WIU provides learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

WIU places new freshmen in remedial or general education English and mathematic courses as previously discussed. There are Writing Centers and mathematical tutoring available to students, in addition to all other academic support resources the University offers.

WIU does not require students to take courses in areas where they are proficient. The University has protocol for awarding credit for prior learning. Conversely, International students who do not meet WIU or other institutions' English language proficiency requirements may choose to participate in [Western's English Second Language Institute](#).

(3D3) WIU provides academic advising suited to its programs and the needs of its students.

Academic advisement is customized to the student's admissions type, degree status, and program level in order to match faculty and staff expertise with students individual advising needs. In all cases, academic advisement promotes timely degree completion, so that students may realize the benefits of the [Cost Guarantee](#) and [GradTrac](#). Students receive real-time data on their progress to degree through Western's Audit of Requirements for Degrees.

To reinforce these interactions and further promote timely degree completion, all undergraduates are required to see an academic advisor and clear all registration holds before they can register for the next semester. Prior to the completion of 21 semester hours of graduate work, all graduate students must file a *Graduate Degree Plan* for approval by the Graduate School. Once a student's *Degree Plan* has been approved, changes in the degree program can only be made by petition.

(3D4) WIU provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Instructional Facilities

There are # academic buildings on the Macomb campus (59 buildings in total), and WIU operates the Alice L. Kibbe Life Sciences Station on the Mississippi River, the Frank J. Horn Field Campus, and University Farm. WIU-QC has four academic buildings, with Museum Studies courses held at the Figge Museum in Davenport, Iowa.

The University's facilities also host many discipline-specific resources. For example:

- Agriculture students have access to over 400 acres and three greenhouses of research on traditional, alternative, and organic crops. They also receive hands-on experience with livestock at WIU agriculture laboratories and agriculture test stations
- Broadcasting students produce programming for ESPN and wiutv3 using state-of-the-art, high-definition television facilities and operate an FM broadcast station, WIUS.
- Chemistry's modern instrumentation available for teaching and research includes FPLC, HPLC, FT-NMR, FT-IR, UV-Vis, and GC-MS spectrometers, capillary electrophoresis, and high-speed centrifuge.

- Teacher Education students have access to the Curriculum Library housed in Horrabin Hall, with a collection 37,000 volumes, consisting of special education tests, children and young adult books, K-12 textbook series, and teaching aids.

WIU continuously works to add new facilities. Since 2012, the University opened six new instructional facilities: The Three-Dimensional Art Center in the Heating Plant Annex (2012), Phase I-III of the Agriculture Greenhouse (2014, 2016, 2017), and the new location of WIU-QC with the opening of Riverfront Hall (2012) and the Quad Cities Complex (2014).

The quality of WIU facilities and supporting amenities (described below) is demonstrated by the maintenance of [17 discipline-specific accreditations](#), and for the Beu Health Center, University Counseling Center, along with NCAA Division I certification.

Instructional Technology

There are 186 classrooms on the Macomb campus, of which 152 (82%) of the classrooms are electronic classrooms. For the latter, 61 (40%) are general-use electronic classrooms open to all colleges, and 91 (60%) are classrooms allocated to departments, with discipline-specific technology deployed in these settings.

In addition, there are 65 electronic instructional laboratories in Macomb. Twenty-five (38%) of these labs are open to all colleges, and 40 (62%) are owned by departments and schools to support discipline-specific instruction and research. For example:

- *Kinesiology's* electronic classrooms and six laboratories support treadmills, ergometers, metabolic analysis, cardiac screening, pulmonary function analysis, body composition analysis, and lipid and blood glucose analysis.
- The GIS Center's 32 computers support GIS and meteorological instruction. The meteorology lab with 20 Linux computers supports radar imagery and forecasting.
- The *College of Education and Human Services* 32 electronic classrooms provide students and faculty with access to the latest instructional technologies.

All 19 classrooms at WIU-QC are electronic classrooms. The Quad Cities Complex hosts 12 video conferencing classrooms. There are also specialized classrooms and laboratories for Engineering, Counselor Education, Science Teacher Education, and Environmental Science.

There are over 550 computers for student use in computer labs and resource centers on the Macomb campus. WIU-QC has four teaching computing laboratories and two open laboratories for student use.

WIU invests in instructional technology enhancements annually. This includes purchasing 2,698 new faculty and staff computers valued at \$2.8 million since FY 13. WIU-QC also purchased 416 new computers valued at \$479,667 and during this time.

In Macomb, 63 electronic classrooms and laboratories have been upgraded since AY 2013-14. These upgrades have been supported by the purchase of 463 computers valued at \$442,171

Additionally, University Technology purchased 621 new computers valued at \$532,664 for student computing laboratories. Purchase of 272 iPads and Tablets support faculty and staff mobility.

In 2019, the Chief Information Officer and Senior Vice President for Strategic Planning and Initiatives joined the University of Illinois, Southern Illinois University, Milikin University, and Spoon River College in a \$800,000 NSF grant to add increased high-speed bandwidth to support advanced technical applications in teaching and learning.

Research Facilities

[Examples](#) of university facilities supporting research, service, and clinical practice sites include the *Alice L. Kibbe Life Science Research Station*, Horn Field Campus, *University Greenhouse*, *W.M. Walter Natural Area*, *Rodney and Bertha Fink Environmental Studies Field Laboratory and Conservancy*, *Speech, Language, and Hearing Clinic*, *Department of Engineering Technology laboratories*, *Quad Cities Manufacturing Laboratory*, *Psychology Clinic*, and the *GIS Center*.

Supporting these facilities, WIU received a \$330,500 National Science Foundation (NSF) grant to purchase a scanning electron microscope for use by students and faculty in biology, chemistry, physics, geology, and sociology and anthropology in 2017. Likewise, Earth, Atmospheric and Geographic Information Sciences purchased a Doppler Radar to provide more accurate regional weather information, as well as added research and educational opportunities for students in 2018.

University Libraries

University Libraries provides research assistance; instruction in library use; group study space; lectures and special events; regional archives; and is a Federal Depository location. The libraries house an extensive collection and offer online database access to thousands of academic journals and publications. The Leslie F. Malpass Library in Macomb is the main branch and provides an inviting environment for research and study. The Macomb campus also has two specialized branch libraries for music and curriculum. WIU-QC houses a branch library and provides access to the same materials as the Macomb libraries.

The Libraries homepage has been the most frequently referral (next click) from the University's home page since 2012. In calendar year 2017, the Libraries home page had 308,601 page views from 201,871 visitors (unduplicated URL count). More than 963,000 library webpages were viewed during 2017, a 7% annual increase.

The top three sites visited by library patrons were for access to databases, hours, and the Music Library. In person and online Library services are in high and increasing demand. Between 2015-2017, the Library Gate Count increased by 64% (from 493,706 to 808,746) and E-Reference Guide use increased by 42% (from 67,719 to 96,450 annual uses).

The Libraries deploy a Library Liaison program to ensure that appropriate information is available to meet academic needs. Every academic department/school has a designated [library faculty liaison](#) who communicates library updates, collaborates on library acquisitions, and answers questions about the library. Many liaisons have created [department guides](#) for discipline-specific research.

Performance and Production Spaces

- Art has studios in Garwood Hall, Heating Plant Annex, and the University Art Gallery.
- Broadcasting and Journalism has a High-Definition Television Studio/Control Room, Mobile Sports TV Truck, and operates 88.3 FM – “The Dog” Radio Station.
- TriStates Public Radio is housed in the University Services Building.
- WQPT-Quad Cities Public Television has a production facility in Riverfront Hall and also uses facilities at the local ABC affiliate.
- Music has a green room, box office, rehearsal space, and storage room at the College of Fine Arts and Communication Recital Hall.
- Theatre and Dance perform at Hainline Theatre, and in Horrabin, Simpkins, and Brophy Hall auditoriums.
- The University Union has 20 rooms that can accommodate events ranging from 10 to 1,200 attendees.
- Western Hall can accommodate 5,100 guests and Hanson Field can accommodate over 16,000 guests for large-scale events.

Museums

The University Art Gallery's collection consists of more than 1,200 objects owned by the University. This includes the Federal Art Project Collection formed in the 1930s.

WIU hosts the Museum Studies program at the Figue Art Museum in Davenport, Iowa. Students have immediate access to the resources of the oldest museum in Iowa, which has collections with more than 3,500 paintings, sculpture, works on paper from the 16th century to the present, library with 8,500 volumes, 26 periodical titles, and 300 educational videos.

WIU's Museum of Geology is a learning resource center for students enrolled in the natural sciences, serves the public, and is dedicated to cultural enrichment/public understanding of Earth Sciences. The Museum houses more than forty displays and exhibits.

Current Facilities

Since 2012, WIU has engaged in three major renovations to instructional facilities by remodeling space in Malpass Library to create the Digital Commons (2012), Athletic Training Rooms in Western Hall and Brophy Hall (2018), and the third floor of Tilman Hall to open the state-of-the-art [McCamey Crime Laboratory](#) (2019).

The College of Fine Arts and Communication has also raised funds to purchase 40% of the inventory necessary for WIU to become an All Steinway institution. The University, using funds from the proceeds of the sale of the Quad Cities 60th Street location, is planning for the relocation of the Honors College from its current location in Malpass Library to Simpkins Hall.

Seven additional renovations were completed in university-owned, auxiliary facilities, including Corbin-Olson and Lincoln-Washington Residence Halls (2012), University Union (Phase I); and lobbies in Thompson Hall (2014) and Tanner Hall (2015). This is in addition to opening the

Chown Golf Learning Center (2018) and reallocating to space to support nine Living-Learning Communities in the residence halls.

Additions/Renovations to athletic facilities resurfacing Tennis Courts (2014), Western Hall wood court (2014) Volleyball locker room (2016), Western Hall bleachers (2016), Football locker room (2017), Western Hall speaker system (2017), Softball field irrigation and water line (2017), Softball locker room (2018), Western Hall athletic training room (2018), Brophy Hall athletic training room (2018), Hall of Fame (2018), replacement of swimming and diving blocks (2018), and Men's Soccer locker room (2019).

The State of Illinois owns the WIU's appropriated (academic) facilities, and has created a challenge for the WIU (and all other Illinois public universities) by not properly funding (deferring) maintenance expenditures. The State's current deferece maintenance backlog in Macomb is over \$400 million.

Until 2018, the State had not upheld its obligation to provide capital renewal funding for replacement of its physical assets, including roofs, elevators, and mechanical and electrical infrastructure. WIU received \$9.4 million in funding to these ends in FY19. Expenditures included \$2.7M for roof repairs and replacements, \$4.3M on chiller replacements, and \$2.5M on building system water replacement. The [Board of Trustees FY20 Capital Recommendations](#) to the IBHE request \$17 million for critical deferred maintenance needs.

The University is also supposed to receive state funding to Operate and Maintain (O&M) appropriated facilities for the State. Since FY2012, WIU has spent \$189.7 (an average of \$27.1 million annually) to these ends.

New Facilities

The [Board of Trustees Fiscal Year 2020 Board of Trustees Capital Recommendations to the IBHE](#) include prioritized funding requests for a new Science Building, renovation to Tilman and Stipes Halls, a new Education building, and phase III for WIU-QC.

State funding practices have caused a challenge for WIU. In 2016 Governor Rauner froze all state capital funding that stopped re-bidding for the Center for Performing Arts (CPA), as well as Art In Architecture, Leadership in Energy and Environmental Design Certification, and Phase III planning at WIU-QC. Funds have not been unfrozen since that time.

The CPA will support the academic mission and programs in the College of Fine Arts and Communication, with a 1,400-seat proscenium theatre auditorium, a 250-seat thrust stage 150-seat studio theatre, box office, scenery/design workshop and a costume shop. WIU-QC Phase III will support programs in science, technology, engineering and mathematics, in addition to community outreach and engagement.

(3D5) WIU provides students guidance in effective use of research and information resources.

Students receive guidance in the effective and ethical use of research and information resources from the onset throughout their academic experience.

- University Technology staff, orientation leaders, and academic advisors introduce students and their families to the ethical use of the University's information resources.
- There is a designated critical thinking week in University 100.
- All schools and departments have undergraduate and graduate courses that have research requirements where these topics are covered.
- There are university-wide courses on information use and evaluation (Library 201) and research methods for general and professional studies (University 360).
- WIU enforces policies on academic honesty and integrity.

3E. Western fulfills the claims it makes for an enriched educational environment.

(3E1) Co-curricular programs are suited to WIU's mission and contribute to the educational experience of its students.

WIU serves a wide array of students with diverse needs, interests, and abilities in our service as a comprehensive university. Using WIU's value of personal growth and focusing on the areas of health and wellness, examples include:

- Opening food pantries at WIU-QC (2017) and in Macomb (2018).
- Providing comprehensive student health services.
- Offering aquatics, fitness services, intermural supports, and club sports through Campus Recreation.
- Promoting a highly successful Division I athletic program.
- Providing discounted pricing for YMCA memberships, free admission to the Figge Art Gallery, and free Yoga sessions at WIU-QC.

Examples supporting WIU's core value of social responsibility include:

- Hosting annual Constitution Day, 9-11, and Veteran's Day events; annual University Theme Year programming; and Take Back the Night Rallies to support civic engagement.
- Promoting annual Voter Registration Drives, and leading the nation's largest [Mock Presidential Election](#) (2011, 2015).
- Engaging students in Peace Corps Fellows, Volunteer In Service To America, and AmeriCorps programs.
- Earning money for charity through university-wide events including Big Pink volleyball, Dance Marathons, and head shaving for St. Baldricks.
- Supporting Western's All Volunteer Effort, Volunteer Fairs, and [Make A Difference Day](#).
- Engaging in student-run blood and bone marrow drives.
- Offering Alternative Spring Break (ASB), giving students to participate in Habitat for Humanity, Hurricane Katrina Relief, and the Urban Plunge program.

- Participating in Recycle Mania (a national collegiate competition) for 12 consecutive years

(3E2) WIU demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

The table below restates the WIU *Mission*, with bullet points proving evidence of student contributions and/or achievements related to the *Mission*.

<u>WIU Mission</u>	<u>Evidence of Student Contributions</u>
Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities.	<ul style="list-style-type: none"> • Licensure and certification examination pass rates • Alumni Employment Rates • Alumni Matriculation Rates for Graduate and Professional Studies • Alumni Earning Power
We provide student-centered undergraduate and graduate programs	<ul style="list-style-type: none"> • WIU's academic portfolio • Student Satisfaction demonstrated by National Survey of Student Engagement Results and Alumni Survey Results
innovative teaching,	<ul style="list-style-type: none"> • University and College Awards Recognizing Instructional and Advising Excellence • Programs and Services offered by the Center for Innovation in Teaching and Research to help faculty advance the Scholarship of Teaching and Learning
research,	<ul style="list-style-type: none"> • Student opportunities to prepare and present original research •
and service, grounded in interdisciplinary, regional and global perspectives.	<ul style="list-style-type: none"> • Student participation in public service activities • Student advancement of WIU's Social Responsibility value
We engage our students in educational opportunities guided by a professional and diverse faculty and staff	<ul style="list-style-type: none"> • Faculty Qualifications • Increasing faculty and staff diversity
in collaboration with alumni and community partners.	<ul style="list-style-type: none"> • President's Executive Institute accomplishments • Use of external advisory boards