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

Date: October 31, 2019

Re: October 2019 Strategic Plan Update

This month's *Strategic Plan Update* seeks your feedback on a revised draft of Criterion 3 for the University's Self-Study for Reaffirmation of Accreditation from the Higher Learning Commission. As you will recall, there are five criteria for accreditation and federal compliance requirements that WIU must meet in order to receive reaffirmation of accreditation. Maintaining accreditation is required for credit hours and degrees to be transferable and for the University to administer federal financial assistance.

Last year the Social Responsibility Task Force used Strategic Plan Updates to collect examples of evidence to show how Western meets the accreditation criteria and we produced a rough draft. This year we will again use Strategic Plan Updates to collect university feedback on revised drafts.

As you read this draft, please note the following. First, you will see two types of parenthetical references in the drafts. Using examples, (3B1) indicates the specific Core Component for which additional information on that topic can be found in the Self-Study; and (3.1) indicates the specific table number where data will be displayed. Tables and data that was not available in this draft will be provided in the next draft of this criterion.

Second, the Social Responsibility Task Force seeks your substantive feedback on items to add, modify, and/or delete. Final grammatical editing will occur at a later point in the process.

Third, last year we provided drafts for university review in sequential Criteria 1-5 order. This order will be different this year. I am attending webinars on the new criteria and reporting expectations as the University's Accreditation Liaison Officer. Drafts are being shared in the order of the HLC webinars to remain current with Commission protocol.

Thank you for participating in this important process. Please contact me if you have any questions or concerns on the materials presented in this *Update*, and/or if you have feedback for the continued successful implementation of *Higher Values in Higher Education*.

cc:

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

Following our *Mission*, WIU provides well-rounded, quality educational experiences grounded in interdisciplinary, regional, and global perspectives. Western offers 63 undergraduate degree programs, 38 master's/specialist degree programs, and two doctoral programs. Total fall 2019 enrollment is 7,624, with 78% undergraduate and 22% graduate student enrollment. The curriculum includes the natural sciences, humanities, social sciences, fine arts, business, education, pre-professional, and technical fields of study.

WIU enrolls students from Illinois, across the nation, and around the world. This includes 6,338 students from 92 Illinois counties, 982 students from 42 states, and 304 students from 52 countries. WIU has strong commitments to diversity. Female and minority students comprise 54% and 34% of total enrollment and 52% and 12% of total employees.

Full professors devote approximately 90% of their professional responsibilities to undergraduate instruction. The on-campus student-to-faculty ratio is 13:1, with average undergraduate class sizes of 18. WIU faculty members participate in extensive research and creative activities, and apply these efforts in the classroom.

WIU values academic excellence, educational opportunity, personal growth and social responsibility, and has been continually rated as a Top 10 Comprehensive Midwestern Public University by *US News and World Report* for 15 years and as a Best Midwestern College by the Princeton Review for 16 years.

Data in this Criterion will show that WIU's strong commitment to mission-driven inputs produces educational offerings that are academically rigorous (3A), promote intellectual inquiry (3B), and delivery by high quality faculty and staff (3C) who are supported by effective structures for teaching and learning (3D).

## Core Components

3.A. The rigor of WIU's academic offerings is appropriate to higher education.

*(3A1) Courses and programs are current and require levels of student performance by students appropriate to the credential awarded.*

Faculty own the curriculum and deliver courses and programs that are current. The Course Syllabi Policy requires that faculty to update their course syllabi prior to distribution at the start of the semester with information required in that policy. A random sample of course syllabi are available for review.

Instructors use results from their scholarship (3D4), conference attendance (1A3), professional practice, course evaluations (completed each semester), 20 external advisory boards (3.1), annual assessment of student learning outcomes, *2018 General Education Review Committee Final*

*Report* (2C4, 3B1), program review results (4A1), and/or discipline-specific accreditations (4A5) to maintain currency.

Requisite levels of student performance necessary to earn a WIU educational credential include University Degree Requirements and programmatic degree and certificate requirements documented in Undergraduate and Graduate Catalogs. Shared governance processes for all new undergraduate and graduate courses, degrees, and certificates ensure that academic offerings are current and rigorous.

Sample copies of institutional and state approvals for undergraduate programs in nursing, engineering, community and economic development, environmental science: large river ecosystems are available for review. For all degree and certificate programs, WIU conforms to student credit hour requirements stated in 23 Illinois Administrative Code 1050 and the Illinois Board of Higher Education's (IBHE) Definition of Degree Levels (3.1-3.2).

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

All undergraduate and graduate degree programs have intended student learning outcomes that are linked from the Undergraduate and Graduate Catalogs. Inclusion of student learning outcomes is required by the IBHE in new program proposals and program reviews.

A standard display of degree offerings, location(s), instructional modality, program outcomes, as well as major, minor, and university degree requirements and course descriptions are used in the Undergraduate and Graduate Catalogs. School and departmental websites (e.g., Nursing, Engineering Technology, Social Work, Museum Studies) also contain this information.

*(3A3) The academic rigor and distinctiveness of Centennial Honors College produced increased program enrollment.*

Centennial Honors College enrollment increased from 771 to 830 students (a 7.7% increase) between falls 2015-2019 (3.3). Student participation has grown from 6.9% to 10.9% of total undergraduate enrollment during this time. Distinctive characteristics fueling enrollment growth include:

- Offering Presidential Scholarships that cover tuition, student fees, a double residence hall room, and meal plan not covered by other scholarships; annually renewable Western Commitment Scholarships that range from $3,000-8,000; Western Commitment Transfer Scholarships that award $2,500 each year; and Phi Theta Kappa Scholarships for $1,000. The University's automatic scholarship programs are enhanced by other need and merit based scholarships that require a separate student application.
- Providing, through the University Honors Council, grants for students to conduct research and participate in state and regional conferences.
- Awarding travel grants for students to study abroad.

- Working with faculty to develop domestic and international travel courses to broaden Honors students' perspectives.
- Hosting annual Pre-Law and Pre-Medical Symposia. The Pre-Law Symposium provides students with opportunities to learn about law school while being introduced to important legal issues from current law students who are WIU alumni along with practicing legal professionals. A law school table fair with law school recruiters is followed by a keynote speaker and panel discussion. The annual Pre-Med Symposium follows a similar format.
- Supporting annual Thomas E. Helm Undergraduate and Graduate Research Days and the Quad Cities Student Research Conference. Beginning in Spring 2020, winners of these research competitions will represent WIU at Research Day in the Illinois State Capital as part of the Illinois Innovation Network.
- Facilitating mock presidential elections in 2011 and 2105. The 2015 Mock Election was the largest in the nation.

*(3A4) 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).*

The Unit of Credit Policy ensures that 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. All dual enrollment courses for high school students are WIU courses taught by WIU faculty in the high schools, on-campus, or online. Dually enrolled students in the latter two options join other WIU students in their courses. Western does not have contractual or consortial arrangements for instruction.

3B. Western offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

*(3B1) The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. Western articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.*

University Graduation Requirements include successful completion of General Education requirements at WIU, other institutions participating in the Illinois Articulation Initiative (IAI), or at institutions that have compact agreements with Western.

The WIU Philosophy and Goals of General Education has intended learning outcomes that establish the foundation for future lifelong learning. Students are required to successfully complete General Education courses (43 credit hours) in communication, natural science and mathematics, social sciences, humanities and fine arts, multicultural studies, and human well-being. Within the College of Arts and Sciences, students majoring in the humanities and social sciences are required to successfully complete additional credit hours in University General

Education/College Curriculum Requirements. This includes 60 credit hours for students pursuing a Bachelor of Arts degree, 55 credit hours for students pursuing a Bachelor of Science degree, and 57 credit hours for students pursuing a Bachelor of Liberal Arts and Science degree.

WIU reaffirmed its General Education program and mission-consistency in fall 2018 after a two-year review (2C4). The *General Education Review Committee (GERC) Final Report* was approved by GERC on June 5, 2018, Faculty Senate on September 25, and President Thomas on October 25.

WIU's General Education program is consistent with the University's values. Valuing educational opportunity and access, new freshmen are placed in English and mathematics courses to ensure that they are sufficiently prepared for their coursework. Placement processes are currently under review. Presently, ACT/SAT scores are used in English placement, and ACT/SAT scores and high school transcripts are used in math placement. WIU does not utilize placement testing unless the student is trying to advance their placement.

Valuing academic excellence, the University's General Education curriculum, in conjunction with the Centennial Honors College, provides high-achieving students with in-course honors experiences and honors classes. With the successful completion of four General Honors courses, students earn the General Honors designation, and are eligible to complete Honors in the Major Requirements. Students successfully completing both General Honors and Honors in the Major graduate with University Honors.

IAI is a statewide General Education curriculum consisting of a common core of articulated courses (37 credit hours) developed by faculty and approved by the Illinois Community College Board, IBHE, and institutional representatives from the State's 12 public universities and 48 community colleges. IAI supports seamless transfer within Illinois public higher education. All courses have intended learning outcomes.

Compact Agreements for out-of-state and private institutions in Illinois represent articulation agreements where WIU has reviewed and accepts successful completion of general education requirements at partner institutions as evidence of meeting Western's General Education requirements. Western has Compact Agreements with one Illinois private and eight Iowa-based institutions. Sample Compact Agreements with Lincoln College (Illinois) and the Eastern Iowa Community College District are available for review.

Students who complete associate's degree requirements in a baccalaureate-oriented program at a Compact or IAI institution are accepted to WIU with junior standing and evidence of fulfilling General Education requirements. In fall 2019, 259 (39.2%) of new transfer students entered WIU with an Associate in Arts degree (3.4).

WIU encourages high-achieving students to complete honors general education courses while enrolled at partner community colleges. Centennial Honors College has seven Articulation Agreements with regional community colleges (Carl Sandburg, Elgin, Heartland, Highland, Kishwaukee, and Richland Community College in Illinois and Southeastern Community College

in Iowa). Sample copies of Honors Articulation Agreements with Heartland and Highland are available for review.

(*3B2) 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.*

WIU's General Education curriculum is based on a mission-consistent framework developed by Western's faculty (3B1). Program assessment and evaluation ensures the delivery of the concepts, skills, and attributes that every college-educated person should possess. Faculty teaching General Education courses complete annual assessment of General Education courses, with operational definitions of intended learning outcomes, and processes for data collection, analysis, reporting, and continuous improvement (4B1-4B3).

The Council for General Education (CGE) is responsible for reviewing the General Education curriculum, overseeing/advising ongoing assessments of the curriculum by other agencies, and ensuring that the curriculum reflects the University's Philosophy and Goals of General Education. Meeting minutes, schedules, membership, and annual reports are available from the CGE website. In addition to the reaffirmation of General Education (3B1), CGE activities during the past two years include reviewing departmental General Education assessment plans and transfer articulation requests (Academic Years 2017-2018 and 2018-2019).

*(3B3) The education offered by Western recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.*

WIU emphasizes student roles in a multicultural society through general education, academic programs, university degree requirements, and a comprehensive study abroad program (1C1). Western conferred 10,134 baccalaureate degrees between FYs15-19. These students demonstrated academic mastery in workforce and interpersonal skills (discussed below) necessary to succeed in the global community.

**Communication Skills** are required in General Education and the major. The Writing Instruction the Disciplines (WID) requirement requires students to pass the English composition sequence, writing intensive General Education courses, and designated WID course(s) in the major. WIU also has an oral proficiency requirement in General Education. All students are required to successfully complete a designated public speaking course. Communication skills demonstrated at the graduate level include successful completion of comprehensive examinations, and publications of theses and dissertations.

**Multicultural and Cross-Cultural Study** is a General Education Requirement. University Graduation Requirements also include students successfully completing the Foreign Language/Global Issues requirement established for their program of study. Diversity studies are also part of WIU's graduate curriculum. For example, special education requires all students

to successfully complete Special Education 613, where research-based collaborative programs and practices that address diversity and social issues of special and at-risk populations are studied.

**Natural Sciences and Mathematics, Social Sciences, Humanities and Fine Arts, and Human Wellness** are also part of WIU's General Education Requirements. The Philosophy and Goals of General Education shows how courses in these areas prepare students for inclusion in a multicultural society.

**Workforce Preparation:** WIU's Teacher Education Program (TEP) provides 18 undergraduate and 12 graduate programs in education leading to licensure/endorsement. Maintaining Illinois State Licensure Board approval in all teacher education programs shows Western produces education professionals who can adapt to emerging social, economic, and cultural landscapes. Failure to value diversity and equity is grounds for dismissal from TEP.

Students serve as practitioners in WIU's public service units (1D3), and complete student teaching, internships, clinical placements, recitals, performances, exhibitions, and/or other capstone experiences as part of degree requirements. As examples, 2,580 students completed internships and another 316 completed student teaching assignments between FYs17-19. A summer professional experience is required of all BFA candidates in musical theatre. All music majors, 166 in fall 2019, have a performance jury examination each semester, undergraduate mid-career assessment, and recitals.

**Skills for the 21st Century Economy:** All business and accounting programs in the College of Business and Technology (CBT) maintain international accreditation from AACSB. WIU is one of the top 15% of institutions nationally to maintain this distinction. CBT served 931 business majors, 27 master's of accountancy, and 120 MBA students in fall 2019.

WIU's academic portfolio offers many distinctive contributions to the future workforce. With fall 2019 enrollment indicated parenthetically:

- Biology (335) and the Ph.D. in Environmental Science: Larger River Ecosystems (6) offer the only programs nationally with access to the Mississippi River and surrounding terrain.
- Forensic Chemistry (82) is only offered at nine public universities nationally.
- Law Enforcement and Justice Administration (1,150) is the largest program in Illinois and one of the largest in the nation.
- Recreation, Park and Tourism Administration (139) and its Environmental, Conservation and Outdoor Education Expedition is a semester-long field experience during which students receive intensive training in a variety of outdoor leadership skills. It is the only program of its kind in the nation.
- Sports Broadcasting (18) has the only sports broadcasting production program in Illinois.
- Supply Chain Management (63) is one of only 39 programs nationally that is AACSB accredited.

- Physics master's program (19) is ranked first in the nation by the American Physical Society's 2019 listing of the average number of master's degrees conferred per year between 2015-2017 (17). It also ranked second in the nation by the American Institute of Physics among institutions offering a master's in physics as its highest degree. The 2019 ranking represented the fourth consecutive year that Physics ranked second in the nation. In 2016-17, WIU awarded 15 Master of Science in Physics degrees, while the first-place institution awarded 16.

Women in Science was established in 2016 to foster scholarly activities and provide opportunities and encouragement for the advancement of women in science, technology, engineering and mathematics (STEM) disciplines. The program has paired 500 biology, clinical laboratory science, chemistry, forensic chemistry, geology, mathematics, meteorology, and physics majors with 25 research advisors and faculty mentors. Program funding supports costs associated with research supplies, conference travel, graduate school entrance exams, and summer internships.

WIU is a one of 16 partner institutions in the National Science Foundation funded Louis Stokes Midwest Regional Center for Excellence that promotes minority student achievement and degree attainment in STEM disciplines. Ten WIU faculty members and 50 students have attended webinars, received mentoring, presented research at conferences, and engaged in summer internships.

**Learning and Celebrating Diversity Inside and Outside the Classroom:** WIU supports the programs and services of the Casa Latina Cultural Center, Center for International Studies, Disability Resource Center, Equal Opportunity and Access, Gwendolyn Brooks Cultural Center, LGBT*QA Resource Center, Office of Student Activities, Quad Cities Student Activities, Veteran's Resource Center, and Women's Center.

There are over 250 Registered Student Organizations (RSOs) in Macomb and 25 in the Quad Cities. These include the Black Student Association, International Friendship Club, Latin American Student Organization, Quad Cities Cultural Alliance, Unity, 30 fraternities and sororities, and nine Living-Learning Communities for students with similar interests.

The University Committee on Sexual Orientation and Gender Identity/Expression designs policies that promote the fair treatment and acceptance of all sexual orientations and gender identities, that reduce or eliminate acts of homophobia and heterosexism, and assists the LGBTQ*A Resource Center and Unity in enhancing understanding of sexual identity and gender identity/expression.

The Bureau of Cultural Affairs provides WIU and the surrounding communities of West-Central Illinois with a diverse season of quality cultural entertainment and educational opportunities to foster a lifelong appreciation for the performing arts.

**International Engagement:** The School of Global Education and Outreach supports global learning internationally and domestically. WIU enrolled 304 international students from 52 countries in fall 2019 (3.6-3.7). WIU offers 60 Study Abroad opportunities for students to

experience the human and cultural diversity of the world in which they live and work (IC1). A total of 133 students participated in Study Abroad experiences during academic year 2018-19 (3.5). WIU has international partners around the world. The Office of International Student Services offers a broad range of activities for the WIU community. This includes Conversation Partners, International Bizarre, International Friendship Club, and Cultural Cafes.

WIU recognizes its challenge of a 40% decline in international student enrollment, from 505 in fall 2015 to 304 in fall 2019 (3.8). Western's English as a Second Language (WESL) Institute that provides intensive English language training to international students is under review. Demand for WESL services declined from a high of 300 students in fall 2014 to no students in fall 2019 (3.9).

Strategies to improve international student enrollment include:

- Advocating for the return to pre-2017 visa issuance rates.
- Focusing international recruiting efforts on countries with higher visa issuance rates, and with international students who live in the United States.
- Contracting with international recruiting agents who have high visa issuance success rates.
- Promoting online degree programs and Investigating sending WIU faculty abroad to teach cohort-based programs. These options allow students to remain in their home countries while earning a WIU degree/certificate.

*(3B4) The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and Western's mission.*

Faculty engage in scholarship, creative works, and grant activity (1A2, 2E1). Students, produce/present original research/creative activities at Undergraduate and Graduate Research Days and at the Quad Cities Research Conference (1A2). They also participate in the College of Arts and Sciences' Research Inspiring Student Excellence and Natural Science Research Day programs, engage in undergraduate and graduate teaching and research assistantships, and complete independent studies and exit options (3B3). These activities are guided by training and deployment of ethical use of information resources (2E2).

WIU faculty produced 159 books, 2,024 Chapter/Monograph/Refereed Articles, 6,235 conference presentations, and 6,451 creative activities between calendar years 2012-2018 (1A2). Integrating these materials into classroom instruction is mission-consistent in "the delivery of an educational experience that is grounded in interdisciplinary, regional, and global perspectives."

Engaging students in research and educational opportunities is embedded within institutional structures and processes. Average annual Undergraduate Research Day, Graduate Research Day, and Quad Cities Student Research Conference participation rates since spring 2015 are 284, 82, and 68, respectively. Natural Science Research Day programs supported by biology, chemistry, geology, and physics has had between 85-150 student posters at its events. In Fall 2019, 425

students received graduate assistantships, and there were 202 and 43 students (unduplicated headcount) enrolled in thesis and dissertation hours during AY 2018-19.

WIU students and faculty are highly accomplished in their scholarly and creative activities. For example:

- There are 14 student inductees into Centennial Honors College's Hall of Fame. These students represent WIU's recipients or finalists for the most prestigious national and international scholarships.
- WIU was named among U.S. colleges and universities that produced the most 2018-2019 Fulbright U.S. Scholars (3). Since 2001, more than 25 WIU faculty, staff and students have received Fulbright scholarships and grants.
- Mr. Devin Brooks, a Broadcasting and Journalism major, was named one of five winners of the National Academy of Television Arts and Sciences Mid-America EMMY Foundation Walter Cronkite Scholarship.
- Dr. Ray Diez, Engineering Technology, earned the Charles W. Keith Award from ATMAE in 2019. This highest achievement is only given when Chair of the Board and two past chairs concur that an individual has displayed exemplary accomplishments toward the significant development of the profession over an appreciable period of time.
- Dr. Win Phippen, Agriculture, received a $10 million federal grant to investigate the use of the alternative crop, Pennycress, as a new cash cover crop in the Midwest.
- Dr. James Romig, Music, was a 2019 Finalist for the Pulitzer Prize in Music for his composition *Still.*
- Dr. Penelope Shumate, Music was the 2018 recipient of the Provost's Award for Academic Excellence in Schoarly/Creative/Performance/Professional Activities. Dr. Shumate made her international debut as the soprano soloist for a recording of Handel's *Messiah* with the Royal Philharmonic Orchestra at Abbey Road Studios in London. It will be released in 2020.
- Ms. Nissi Smith won the Musical Theatre Intensive category at the Kennedy Center American College Theatre Festival in Washington, DC. in 2018 beating out 17 other national finalists. Nissi spent part of her summer at Maple Rep in Missouri where she performed in Buddy: The Buddy Holly Story and The Full Monty. She is currently in the Chicago cast of the Polar Express.
- University Libraries maintains a searchable database of publications produced by WIU-affiliated authors. A total 225 WIU published authors in 325 books and articles were added to the database in FY19. Also added were 87 theses and 15 dissertations during this time.

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

*(3C1) WIU strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.*

WIU strives for increasingly diverse student and employee populations in accordance with our *Mission* to prepare students to lead in dynamic and diversity communities. Female and minority students comprised 54% and 32% of total student enrollment and 52% and 12% of the total employees in fall 2019. Minority student enrollment as a percent of total university enrollment increased from 30.7% to 32.4% between falls 2015-2019. The proportion of total minority employees also increased from 11.0% to 11.7% during this time (3.10-3.14).

Diversity increases were realized for students and employees on both campuses and extension/distance education (3.12). WIU also served 3,989 students with disabilities between FYs 13-19 (3.10). Diversity increases were expected. New programs since 2011 such as the academic success coach (2017) and the nationally recognized building connections mentoring program (2011) coupled with peer mentors in University 100 and a wide array programs and services celebrating diversity inside and outside the classroom (3B3) provides a welcoming and inclusive environment that supports student recruitment and retention.

Western also proactively recruits underrepresented faculty and staff. This includes advertising in print and electronic media (including niche publications and websites), referrals, nomination and identification of qualified candidates, and deliberate and defined search procedures described in the University's *FY19 Affirmative Action Plan Update*. The University also supports underrepresented minority faculty and administrative staff through the dissertation fellowship and visiting professor programs.

The Office of Equal Opportunity and Access (EOA) provided support and coordination for 394 faculty and administrative vacancies in FY19. Females and minorities comprised 39.0% and 27.6% of the applicants for administrative and faculty positions. Disabled applicants comprised 3.4% of the applicant pools. Percentages of applicants increased over FY18 for females (2.0%), minorities (0.8%), and veterans (0.8%). Of the 113 FY19 new hires, 28 (24.8%) were minorities and 59 (52.2%) were females.

Through proactive recruitment, the EOA Administrative Internship Program, State University Civil Service System Internship Program, Competitive Benefits Plans, Dual Career Retention and Recruitment Program, College Faculty/Expert In Residence programs, Underrepresented Minority Dissertation Fellowship and Visiting Professor programs, and the President's Statement on Diversity, WIU positions itself to further recruit and retain a diverse faculty and staff. These efforts are reinforced by institutional policies committed to diversity (1C1), mentoring within academic departments and administrative units, and work of the University Diversity Council (1C2).

WIU continues to hold itself accountable for advancing diversity by publishing annual Affirmative Action Plan Updates and submitting Underrepresented Groups Reports to the Illinois Board of Higher Education. *Illinois Public Act 85-283* requires institutions to annually submit plans and outcomes of advancing the participation and achievement of minority, female, and disabled students, faculty, and staff for these individuals have been traditionally underrepresented in higher education. WIU's *FY18-19 Underrepresented Groups Reports* are available for review.

*(3C2) 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; assessment of student learning; and establishment of academic credentials for instructional staff.*

WIU currently employees 537 faculty and 822 staff. The University reduced its workforce between falls 2014-2019 due to declining state appropriations, decreasing revenue from lower enrollment, and the historic and unprecedented two-year FY16-17 statewide budget impasse that followed years of decreasing state support for Illinois public higher education (3.16).

Employee reductions followed eight *Guiding Principles*:

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. Do 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.

Data for *Guiding Principle*s 3-7 (discussed below) range from before to after the statewide budget impasse to show how WIU ensured continuity in faculty roles during challenging fiscal times.

**GP3:** WIU's student-to-faculty ratio was 17:1 during the last HLC accreditation visit in 2011, and is currently 13:1. 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, enrollment, and finances.

Employee reductions did not compromise faculty roles and responsibilities. Faculty continue to:

- Own and provide oversight to the curriculum (2C4) by setting course pre- and co-requisites and maintaining academic rigor and currency in all courses, certificate, and degree programs (3B1, 4A4).
- Set expectations for student performance in General Education, certificate and degree programs (3A2, 3A3, 3B1, 3B2, 3B3).
- Establish academic credentials for instructional staff (3C2, 4A4).
- Engage in program reviews (4A1), discipline-specific accreditations (4A5), and the assessment of student learning (4B1-4B4).

**GP4:** Students academic experiences have not been compromised. *Annual Teach Out Plan Updates* filed with the Commission since WIU disestablished four majors in 2016 are available for review, and show that WIU continues to provide courses needed for effected students to graduate from these majors.

While there were 129 (6.8%) fewer courses were offered at WIU between falls 2015-2018 (3.17), faculty continued to provide students with courses necessary for graduation. The 421 (15.3%) reduction in sections was greater than the reductions in unique courses. More elective than core courses were reduced.

From a student perspective, there may be more scheduling flexibility with the number of distance education courses and sections increased by 56 (25.2%) and 65 (25.5%). No complaints were logged with the University Complaint Officers concerning course availability.

**GP5 and 7:** WIU continues to reallocate resources in support of new and existing educational opportunities, including:

- Adding a scholarship to the University's high school dual enrollment program. Students pay 1/3$^{rd}$ the cost of tuition and no fees. This action helped to raise program enrollment from 21 students in fall 2015 to 57 students in fall 2019.

- Increasing the number of online programs from five in 2011 to 27 in 2019, launching three hybrid master's degree programs, and implementing live streaming courses (1B3) increased distance education headcount enrollment by 29.0% and credit hours generated by 19.3% between FYs 15-19 (1C2). Specifically, enrollment increased from 1,260 to 1,625 and credit hours increased from 38,854 to 46,338 during this time.

- Establishing nine new undergraduate degrees since 2015 and offering the psychology major and the master's in communication at WIU-QC resulted in the University serving XXX majors in fall 2019 (3.18).

Additionally, the Board of Trustees protected existing programs by removing emergency management from the program elimination list in June 2019, and merging it with the School of Law Enforcement and Justice Administration. The Board also tabled a resolution to eliminate seven undergraduate major degree programs. In 2018, the Academic Program Elimination

Review Committee evaluated 18 programs using a number of criteria, including enrollment, credit hours, and degrees conferred.

**GP6:** Excluding graduate assistants, WIU reduced the size of its workforce by 611 positions (31.0%) between falls 2014-2019 (3.15). This included a reduction 443 staff and 168 faculty members. Staff-to-faculty reductions occurred at a ratio of 2.6:1 to protect the academic core. Layoffs to tenured/tenure track faculty were minimized. The 14.4% percent reduction was the smallest percent reduction in the faculty category and all other staff categories.

With a smaller base, WIU is sensitive to the demands placed on faculty time, and is appreciative of *Article 18.15* of *Agreement 2017-2011* with UPI. It states, "If necessary and reasonable, faculty are expected, and have a professional obligation, to be accessible to meet students, other faculty, and staff, as well as attend meetings, on days and times other than those of posted office hours and scheduled classes."

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 falls 2015-2019, with the exception of assistant professors and lecturers (3.19).

*(3C3) All instructors are appropriately qualified, including those in dual credit, contractual, and consortial offerings.*

Faculty are hired by departments and schools, who set and uphold HLC faculty qualifications (3.20). Faculty teach 96% of the undergraduate courses and all of the graduate courses. Graduate Assistants teach 4% of WIU'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 are WIU courses taught by WIU faculty. 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.

*(3C4) Instructors are evaluated regularly in accordance with established institutional policies and procedures.*

Per Agreement 2017-2021, WIU follows *Articles 20 for Evaluation, Criteria and Procedures, 21 for Sanctions,* and *22 for Termination* of 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 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. Tenure requests are submitted by the President after extensive evaluations occurring at the department, college and university levels regarding the faculty member's teaching, research, and service. The President approves faculty promotions by rank each summer following similar evaluation procedures. A total of 144

faculty members earned tenure and XXX faculty members earned promotions between 2013-2019 (3.21).

*(3C5) 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.*

Faculty maintain currency (3A1). The scholarly productivity of WIU faculty (1A2, 3B4) is embedded into course materials. One hundred and fifty-nine faculty members have completed sabbaticals since academic year 2013-14 (3.22). Copy of the University's Sabbatical Leave Policy is located in Agreement 2017-2021, *Article 27.2.*

WIU invested $XX million appropriated funds for travel, $XX million in university 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 (CITR) between FYs 13-19 (3.23). This $XXX million investment is made in order to support faculty currency. Additionally:

- CITR provides over 200 workshops annually related to best practices in the scholarship of teaching and learning (1A1), and it provides a mentoring program for junior faculty to complement those actions (e.g., new faculty orientation) occurring at the school, department, and college levels.
- Annual Theme Year Programming promotes curricular civic engagement, locally and globally (1A1).
- Board of Trustees Regulations on Academic Freedom and Responsibility allow faculty to address controversial issues that are often timely (2D).
- Eight university offices and programs support scholarly and creative activities, which advance the scholarship of teaching and learning (2E1).
- Promotion and tenure decisions are based, in part, of the quality of instruction (3C3).

Instructional currency and proficiency are further demonstrated by faculty:

- Completing Best Practices in Teaching Online before teaching in distance format.
- Renewing professional licensure/certification where required by the discipline.
- Assisting students achieve high employment, graduate school matriculation, licensure and certification pass rates (3B3).
- Engaging with offices, programs, services, and committees that advance diversity (1C2, 3B3).
- Maintaining discipline-specific accreditation with 17 external agencies.

WIU values instruction. Annual Awards include the Distinguished Faculty Lecturer; Provost's Awards of Excellence in the areas of Teaching, Internationalizing the Campus, and Teaching with Technology; WIU-QC Award for Academic Excellence; and the College of Arts and Sciences sponsors the annual John Hallwas Liberal Arts Lecture. Each college also has their own

awards. For example, Centennial Honors College has annual Best Mentor and Best Professor awards.

*(3C6) Instructors are accessible for student inquiry.*

WIU's Course Syllabus Policy located in the Faculty Policy Manual requires all faculty to provide their contact information, office hours, and location. Copies of course syllabi are available upon request.

*Articles 18.15* for Unit A faculty and *32.1g* for Unit B faculty in Agreement 2017-2021 require all faculty to post and maintain a schedule of at least four office hours per calendar week spread over at least three days to allow reasonable access. *Article 32.1g* further states, "Department chairs may allow an adjustment or appropriate substitution to the above office hour requirement to provide for nontraditional classes or unique teaching situations."

*(3C7) 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 staff members are hired through competitive search processes and have published job descriptions. WIU employees a highly qualified staff (3.23). Personnel files are available upon request. In reviewing personnel records, the Review Team should be aware of two events effecting staff classifications.

> Civil Service Reclassifications: The State Universities Civil Service System (SUCSS) has statutory authority to develop, maintain, and administer human resources for Illinois higher education. SUCSS published an Exemption Procedures Manual containing guidelines and criteria for "properly validating and designating positions as Administrative/Professional (AP) or Civil Service (CS)" in fall 2018.
>
> All WIU AP positions were reviewed by a 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 178 employees. The PRC was comprised of the Director of Human Resources, Director of Academic Personnel, Director of Equal Opportunity and Access, and Legal Counsel.
>
> 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 director).
>
> Employee Layoffs and Bumping: WIU engaged in 132 employee (29 faculty, 2 administrative personnel, 12 academic support personnel, and 89 staff) layoffs as a result of declining revenue (5A1). SUCSS procedures allowed laid off CS employees the right to retain employment in the current job classification by "bumping" an employee with

less accrued seniority hours out of their position. Seniority rights also allow employees to move into a position in a lower job classification in which the laid off employee has more accrued seniority hours than the current incumbent. Bumping was exercised in 20 positions.

**Professional Development:** Complementing training and opportunities discussed previously in the assurance argument (3C5), 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, bloodborne 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. This day-long event had five tracks and 25 breakout sessions focusing on wellness and balance, leadership and supervision, future goals, retention and inclusion, and networking. Other examples of university-wide training include 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 FY18, 305 employees (duplicate headcount) utilized their institutional tuition waiver benefits.

**Employee Support:** WIU has promotional opportunities for all employees. Faculty achieve rank and tenure in accordance with protocol defined in Agreement 2017-2021. Civil service employees can request a desk audit if performing job duties beyond their civil service classification that can result in a promotion. In addition, preference is given to civil service employees when competing for a position in a higher classification within their existing series. Administrative and Professional (AP) staff members receive promotions via a successful search or approved waiver of search.

WIU supports employees in time of need.

- The Employee Assistance Program confidentially provides professional assistance to individuals experiencing marital or family problems, emotional stress or depression, alcohol/drug dependencies, and financial and legal counseling.
- Ten institutional polices address life-changing circumstances: 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 two public sessions to discuss questions and concerns regarding CS reclassification, and three public sessions on SUCSS seniority accumulation and "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 students with diverse needs, interests, and abilities. Complementing eight offices supporting diversity (1C2), eight academic support offices and six methods on line academic support (4A4), academic advising (3D3), and University Libraries (2E1, 3D4):

- Career Development Offices in Macomb and the Quad Cities assist in internship and career planning. Handshake was deployed in fall 2019 to expand student access to internship and career opportunities. It is used by over 400,000 companies and 700 institutions nationally.
- Food Pantries on both campuses address issues of food insecurity.
- Athletics academic support staff help student-athletes balance academic responsibilities and athletic participation.
- Rocky's Resources provides tutoring, success workshops, and online resources to support students.
- Veterans Resource Centers in Macomb and the Quad Cities assist military students, veterans, and their families by serving as a one-stop shop to ensure that these individuals have access to the programs, services, and resources needed to support their success. WIU served 2,629 military students and 343 spouses/dependents between falls 2015-2018.
- Writing Centers provide students with consultation on writing projects from any discipline at any point in the writing process.

WIU has served 6,097 first-year students in the First Year Experience (FYE) since fall 2015. The program is overseen by the Provost's Office with support from the FYE Leadership Committee. Membership includes representation from across the University, and is broken into seven subcommittees (Assessment of Student Learning, "Y" section, Peer Mentor, University 100, Retention, Text Book, and Awards and Activities) to engage in ongoing evaluation and continuous improvement.

The FYE has six goals with three interrelated components:

- **Courses:** All students complete a designed "Y" course section. These are designated pre-professional or General Education courses with limited enrollment, restricted to first-year students, with emphasis placed on college transition and learning within the discipline. A peer mentor is assigned to each course section to support students.

  University 100 is a one credit hour college transition course focused on student success. Reach students are strongly encouraged to enroll in University 100 and the course is open to all other students. WIU follows intended learning outcomes for University 100 and Expectations for Y Section Courses.

- **Advisors and Mentors:** FYE is supported by instructional faculty and staff, peer mentors, academic advisors, and Building Connections mentors. This program served 895 first-year students and was supported by XX instructional faculty and staff, 55 peer mentors, and 39 Building Connections mentors in fall 2019.
- **Student Services:** Every FYE subcommittee has Student Services representation. University 100 benefits from the expertise and student focus of instructors from Student Services. In Macomb, first year students live together on FYE floors in Lincoln-Washington and Thompson Halls. Residence hall staff provide programming during the first six weeks of the semester to help students transition to college. Students can also participate in Living-Learning Communities (LLC) for individuals with similar interests and/or majors. A total of 364 students participated in LLCs during fall 2019.

  Programs that assist first-year students in their college transition start during Leatherneck Launch (weekend prior to start of classes) and continue at Welcome Week(s) and throughout the first month of school. In the Quad Cities, college transition workshops start at Welcome Week (the first week of the fall semester) and continue throughout the year. All students are encouraged to become engaged in co-curricular activities. There are over 250 Registered Student Organizations in Macomb and 25 in the Quad Cities.

One of WIU's nine Living-Learning Communities is the Transfer Year Experience. It is modeled after the FYE, and had 49 participants in fall 2019. The program supports the transition to on campus living by facilitating social activities, aiding in the development of strong academic and professional habits, and addressing issues specific to transfer students. Participants are more likely to develop social ties and connections to their peers and the University because they live with fellow transfer students.

*(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 English and mathematics courses (3B1). The University offers a remedial course in Mathematics (Math 099N); 30.6% of the 895 fall 2019 new freshmen were placed in this course. Western offers a basic writing course (ENG 100) for students not prepared for the required General Education composition sequence. This course is not remedial and, upon successful completion, the student can count the course toward elective hours. A total of 28.6% of fall 2019 new freshmen were placed in this course. Successful completion English 180 (or higher) is a General Education requirement.

English tutoring is available according to published hours for Writing Centers in Macomb and the US Bank Writing Center in the Quad Cities. Students on both campuses also have access to a Grammar Hotline, online tutoring, frequently asked questions, online writing lab, and online resources. Peer-based math and physics tutoring is available through Learning Assistants programs on both campuses. There are published schedules for math tutoring in Macomb and the Quad Cities. All students have access to Mathematica software.

WIU does not require students to take courses in areas where they are proficient. Western has a process for awarding credit for prior learning in the General Studies program (4A2). For all other students, proficiency examinations in selected courses may be taken with the permission of the department/school and the Council on Admission, Graduation, and Academic Standards.

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

Academic advisement is customized to the student's admissions and degree type in order to match faculty and staff expertise with student needs.

- High School dual enrollment students are advised by Admissions in Macomb and the Director of Student Services in the Quad Cities. WIU enrolled 57 high school students in fall 2019.

- Students admitted through the Reach Program are advised by staff from the University Advising and Academic Service Center (UAASC) in Macomb and by the Director of Student Services in the Quad Cities. These individuals also advise students participating in the University Advising (UA) Program where students have not declared a major. WIU enrolled 108 new freshmen in the Reach program and XXX UA students in fall 2019.

- Regularly admitted and all other degree-seeking students and dually-enrolled community college students are advised by professional advisors and/or faculty in their school/department/college. WIU enrolled 5,958 undergraduate students in fall 2019.

- UAASC has an Academic Success Coach (ASC) that provides an opportunity for students to receive developmental academic coaching. The coach makes several personal contacts with students throughout the semester, assisting students develop goals and action plans, providing academic support in areas such as time management, procrastination, test preparation, note taking, reading strategies, and accountability. The coach also serves as a resource for information about university programs and services.

- Students in Centennial Honors College and Athletics receive additional advisement by advisors from those areas. The Honors College served 830 students in fall 2019.

- Graduate students are advised by program faculty. WIU enrolled 1,666 graduate students in fall 2019.

WIU's academic advisement promotes timely degree completion so students can realize Cost Guarantee and GradTrac benefits. WIU is the only Illinois public university to "lock" new student tuition, fee, room and board rates provided that the student maintains continuous fall/spring enrollment. High-achieving undergraduate students are also advised about the University's 41 integrated degree programs, where students can earn a bachelors and master's degree from WIU in five years.

Students receive real-time data on their degree progress. Western's Audit of Requirements for Degrees (WARD) is available through the Student and Alumni Record System and is an

automated record reflecting a student's progress toward degree. WARD reports are designed to encourage student contact with an advisor to further academic and career counseling.

To reinforce these interactions, 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 *Degree Plan* has been approved, changes 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).*

There are 44 non-residential buildings in the Macomb, with instruction primarily occurring in 13 facilities and 186 classrooms (3.19). WIU has 152 technology-enabled "smart" classrooms (82%). Of these classrooms, 61 (40%) are open to all colleges, and 91 (60%) are allocated to schools/departments and contain discipline-specific technologies.

Macomb has 13 video-conference classrooms and 65 electronic instructional laboratories. Twenty-five (38%) 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/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.

Instruction occurs in all four Quad Cities buildings. All 19 classrooms are electronic classrooms. The Quad Cities Complex hosts 12 video conferencing classrooms, and specialized classrooms/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 in Macomb. Each computer lab contains networked PC (Windows 10) and Macintosh (OS 10.9) computers. All computers provide high speed access to the Internet, CD/DVD burners or access to external drives, USB ports, the most commonly needed and discipline-specific software, and double-sided laser printing. WIU-QC has four teaching computing laboratories and two open laboratories for student use.

WIU maintains technological currency, as evidenced by:

- Purchasing 3,114 computers for employees valued at $3.3M since FY13, in addition to 621 new computers valued at $532,664 for student computing laboratories, and 272 IPads and Tablets to support faculty and staff mobility (3.24).
- Sixty-three electronic classrooms and laboratories have been upgraded in Macomb since AY 2013-14. These upgrades have been supported by the purchase of 463 computers valued at $442,171 (3.25).

WIU's research and public service facilities include the Alice L. Kibbe Life Science Research Station, Horn Field Campus, University Greenhouse, Rodney and Bertha Fink Environmental Studies Field Laboratory and Conservancy, Speech, Language, and Hearing Clinic, Quad Cities Manufacturing Laboratory, Psychology Clinic, and the GIS Center. Technologies supporting these facilities include:

- Chemistry's modern instrumentation includes HPLC (2), FT-NMR (2), FT-IR (3), UV-Vis (4), SEM-EDS, GC-FID, GC-MS spectrometer, capillary electrophoresis, Zeiss Discovery V.12, Zeiss MAT-1, and high-speed centrifuge (2)

- 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 (2017).

- WIU's $299,743 NSF grant to purchase a mass spectrometer for regional use (2018).

- Earth, Atmospheric and Geographic Information Sciences purchased Doppler Radar to provide more accurate regional weather information and enhance research and educational opportunities for students (2018).

University Libraries provides research assistance; instruction in library use; study space; lectures and special events; regional archives; and is a Federal Depository. The libraries house an extensive collection that offers online database access to thousands of academic journals and publications. The Leslie F. Malpass Library in Macomb is the main branch, with additional music, curriculum, and Quad Cities libraries.

The Libraries homepage has been the most frequently referral (next click) from WIU'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 library sites visited were for database access, hours, and the Music Library. Demand for library services continues to increase. In 2018, the library served 561,558 patrons (gate count), supported over 1.1 million database searches, 143,479 E-Research Guide uses, 282,682 E-Journal and Book downloads, and a growing digital collection from 307,762 items in 2016 to 404,842 items in 2018.

The Library's *EZproxy* service was migrated from institutional servers to the OCLC-hosted environment to support increased demand. OCLC is a global library cooperative, with members from over 100 countries, that provide shared technology services, original research, and community programs for its membership and the library community at large. WIU supports access to more than 17,800 links to library subscription databases and online journals.

The Library Liaison program ensures that information is available to meet academic needs. Every academic department/school has a designated library faculty liaison who provides library updates, collaborates on acquisitions, and answers library-specific questions. Many liaisons have created department guides for discipline-specific research.

University performance and production spaces used by the WIU community and guests include the following.

- 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.
- Hanson Field can accommodate over 16,000 guests.
- Music has a green room, box office, rehearsal space, and storage room at the College of Fine Arts and Communication Recital Hall.
- The University Union has 20 rooms that can accommodate events ranging from 10 to 1,200 attendees.
- Theatre and Dance perform at Hainline Theatre, and in Horrabin, Simpkins, and Brophy Hall auditoriums.
- TriStates Public Radio is housed in the University Services Building.
- Western Hall can accommodate 5,100 guests.
- WQPT-Quad Cities Public Television has a production facility in Riverfront Hall and also uses facilities at the local ABC affiliate.

WIU also utilizes three museums. The Art Gallery hosts over 1,200 objects owned by WIU. This includes the Federal Art Project Collection formed in the 1930s when university officials commissioned works through the Public Works of Art Project and the Federal Art Project of the Works Progress Administration.

WIU hosts the Museum Studies program at the Figge Art Museum in Davenport, Iowa. Students have access to the resources of the oldest museum in Iowa, with more than 3,500 paintings, sculpture, and works on paper from the 16th century to the present; and a 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 general public, and is dedicated to cultural enrichment and public understanding of Earth Sciences. The Museum houses over 40 displays and exhibits covering earth history, processes, materials, and resources.

The quality of WIU facilities and supporting amenities is demonstrated by the maintenance of discipline-specific accreditations from 17 academic organizations, for the Beu Health Center, University Counseling Center, and NCAA Division I certification.

WIU remodeled space in Malpass Library to create the Digital Commons (2012), constructed/equipped nursing simulation laboratories in Currens Hall (2012, 2015), replaced fume hoods in Currens Hall (2012), updated Athletic Training Rooms in Western and Brophy Halls (2018), opened the Chown Golf Learning Center (2018) and the state-of-the-art McCamey Crime Laboratory (2019) on the third floor of Tilman Hall.

The College of Fine Arts and Communication has raised funds to purchase 40% of the inventory necessary for WIU to become an All Steinway institution. Western, 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. WIU-QC plans to cultivate donors to name 11 classrooms to support technology and classroom upgrades.

WIU renovates university-owned auxiliary facilities to support learning inside and outside the classroom. This includes renovating Corbin-Olson and Lincoln-Washington Halls (2012), University Union (2014), and lobbies in Thompson Hall (2014) and Tanner Hall (2015). It also includes reallocating to space to support nine Living-Learning Communities.

WIU maintains 13 residential facilities in Macomb (3.26). A total of 3,014 students lived on-campus in fall 2019, including 88.6% of new freshmen (3.27).A total of 364 students participated in LLCs in fall 2019. Program growth is expected. In fall 2020, a male ROTC LLC will open, and the Science Life and Women in Science LLC will merge to create an expanded STEM floor.

Additions/renovations to athletic facilities include resurfacing Tennis Courts (2014), Western Hall 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).

While WIU continues to upgrade its facilities, the State of Illinois owns WIU's appropriated (instructional) facilities, and has created a challenge for the 12 Illinois public universities by not properly funding (deferring) maintenance expenditures. The State's current deferred maintenance backlog in Macomb is $540 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 FY19 funding to these ends. Expenditures included $2.7M for roof repairs/replacements, $4.3M on chiller replacements, and $2.5M on building system water replacement. An additional $28.9M in capital renewal funding for WIU was appropriated for FY20. However, funds have not been released.

The *Board of Trustees FY21 Capital Recommendations to the IBHE* include a $24.3 million request for capital renewal funds for modernizing classrooms; improving HVAC and building energy management controls; enhancing electrical and plumbing distribution systems; and renovating campus sidewalks, drives, and exterior stairs.

A second challenge is that WIU is supposed to receive state funding to operate and maintain instructional facilities for the State. Since FY2012, WIU has spent $189.7 (an average of $27.1 million annually) to these ends. However, WIU has not received O&M funding for new WIU-QC facilities opened in 2012 and 2014. WIU continues to work with legislators for the release of capital funds, which includes new construction.

The State re-appropriated funding for the Center for Performing Arts and WIU-QC in FY20. It also appropriated funding for Phase I of a Science Building. However, funds have not been released. WIU continues pursuit of new instructional facilities. The median year of Macomb's instructional facilities openings is 1964, and WIU-QC has discipline-specific needs for science, engineering, and technology. WIU's Fiscal Year 2021 Board of Trustees Capital Recommendations to the IBHE include funding requests for the Science Building (Phase II), renovation to Tilman Hall, WIU-QC Phase III, renovation to Stipes Hall, and a new Education building.

State capital funding practices have caused a third facilities 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.

This practice has the potential to damage external funding relationships. WIU received strong donor support for the CPA. There have been two seven-figure gifts to the Center (2011, 2013) and funds to support purchase of a Steinway Concert Grand Piano (2014). Likewise, WIU-QC received strong community support for growth and expansion. Eight classroom naming rights have been purchased by regional business and industry, and three six and seven figure gifts have been received.

Summary

WIU provides well-rounded, quality educational experiences grounded in interdisciplinary, regional, and global perspectives. Educational offerings are mission-consistent and academically rigorous. Courses, certificates, and degree programs are current and have consistent student learning outcomes across instructional modalities. Centennial Honors College enrollment continues to grow due to innovative programs and services that engage students, faculty, and staff.

WIU's academic portfolio promotes intellectual inquiry. The General Education curriculum, IAI and Compact options are mission-consistent. Course and program assessment processes are used to ensure that the General Education curriculum delivers and students master the concepts, skills, and attributes that WIU believes every college-educated person should possess. WIU values,

supports, and requires multicultural and global education and is taking proactive steps to address declining international enrollment caused by external circumstances.

WIU's academic programs are delivered and supported by a high-quality, diverse faculty and staff. Western maintained sufficient numbers and continuity of faculty members to carry out classroom and the non-classroom roles and responsibilities, despite the historic and unprecedented two-year statewide budget impasse and its aftermath. Evaluation, promotion, and tenure processes are followed and employee professional development is supported.

WIU has effective structures for student learning and instruction. The University effectively serves students with diverse needs, interests, and abilities inside and outside the classroom. New students are placed and supported in English and mathematics courses and WIU has processes for awarding proficiency credit. Academic advisement is customized to the student's admissions and degree type. Facilities and technologies support teaching and learning. WIU is addressing state-imposed challenges related to deferred maintenance, the lack of operations and maintenance support, and the freezing of construction projects.