

COLLEGE OF FINE ARTS AND COMMUNICATION

FY17 Planning and Accomplishment Guidelines

Western Illinois University

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

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

Vice Presidents' Presentations: May 4–5, 2017

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

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

Current Year Fiscal Year 2017

I. Accomplishments and Productivity for FY17

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

The College of Fine Arts and Communication rigorously supports the Values, Vision, and Mission of Western Illinois University to establish an academic and professional environment that encourages students to develop their creative, intellectual, and technical potential. We also encourage and nurture continued faculty growth as artists, scholars, and teachers. The College is committed to expanding recruitment /retention activities and enrollment for our programs through participation in Discover Western and WIU admissions activities, visits to area high schools, colleges, and universities, and conducting individual meetings with prospective students and parents. The College is also committed to utilizing online and social media marketing tools in an effort to expand our regional base. The College continues to develop partnerships with community/regional schools, arts organizations, museums, clinics, retirement homes, and hospitals to expand our mission throughout the Macomb community and Western Illinois.

The College of Fine Arts and Communication continues to:

Support the *Higher Values in Higher Education*, the Vision, and Mission of Western Illinois University and the College of Fine Arts and Communication

Establish an academic environment and teach in a manner that encourages students to develop their creative, intellectual, and technical potential in the visual arts

Encourage and reward continued faculty growth as scholars, artists, and teachers

Support University-Wide Strategic planning/revision initiatives

Create and implement a new Strategic Vision for the College of Fine Arts and Communication

Provide unconditional support for courses of study and career pursuits in the fields of fine and performing arts, communication, communication sciences and the liberal arts

- Fulfilling necessary staffing needs in an effort to continue to deliver the highest quality education. (HVHE Goals 1, 2, 3)
- Maintaining all COFAC departments and units. (HVHE Goals 1, 2, 3)
- Maintain current systems at a high level of operation. (HVHE Goals 1, 2, 3)
- Look to extend the life of all existing technology systems. Replace faculty and staff computers as needed.

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

1. Enhanced Culture for Teaching and Learning

a. Maintain rigor and high academic standards

- Laptop program is indicative of the high standards found in the Department of Broadcasting and Journalism. Students are taught the latest software and production skills in all levels of audio and video production. The students are then given opportunities to use their newly acquired skills to produce programming for the university and region.
- In 2016, several Broadcasting majors received state and national awards. In the National Broadcasting Society (NBS) competition, we had seven finalists, two grand prize winners, and a faculty member who received a national award. Our students had one winning entry in the National Academy of Television Arts and Sciences (NATAS) Mid-America chapter competition and our TV newscast received an honorable mention. We had three national finalists in the Intercollegiate Broadcasting System competition and two national winners. WIU had more student finalists, including Best TV Newscast, (seven) than any other school in Illinois in the Students in Illinois News Broadcasters Association (SINBA) competition. Finally, a Sports Broadcasting major was a finalist in the national competition for the Sport Video Group (SVG) College Sports Media Awards. These honors for our students are indicative of the high standards maintained in the Department of Broadcasting and Journalism.
- The Department of Communication chair includes an analysis of grade distributions and evaluation of course rigor in annual faculty evaluations. If there appears to be grade inflation occurring, the observation will be noted in the evaluations. Although grade distribution is not mentioned per se as an element of teaching effectiveness as described in the Department Criteria, it can nevertheless serve as an indicator of appropriate course rigor and challenge, which is an evaluated component of teaching effectiveness.
- The Department of Communication Sciences and Disorders successfully hired a faculty assistant who started August 2016. This new position serves to replace the administrative duties of the speech clinic coordinator. The duties consist of scheduling the speech language clinic clients, scheduling the diagnostic testing, assigning students to clients for therapy and diagnostics, assigning supervisors, orders clinic supplies, materials and tests, and assists with master schedule of the hearing clinic. This person organizes two internships for the graduate students after coursework is complete; both a school and hospital. This position maintains the clinical clock hours, remediation, schedules speakers, and runs the weekly speech clinic meetings. This accomplishment is directly related to the strategic plan Goal 2: Enrich Academic Excellence.
- Fourteen CSD graduating seniors (May 2016) applied to graduate school and seven of them were admitted to graduate school. One student accepted an offer to attend another state institution and six students were retained to our graduate program. This accomplishment relates to the strategic plan Goal 1: University Growth and Recruitment (Student Recruitment).
- Twenty CSD graduate students entered the program Fall 2016. The students who were admitted had an average overall undergraduate cumulative GPA of 3.5 and 3.6 for the last 60 hours. These GPAs are above the minimum requirements for admission to WIU graduate school. We had one international student accept our offer to attend graduate school at WIU. In addition, two second-baccalaureate students from Canada started the two-year program so they could apply for beginning 2017 if they are accepted. This

accomplishment relates to the strategic plan Goal 1: University Growth and Recruitment (Student Recruitment & Increase international student enrollment).

- CSD Graduate students continued to pass the Praxis II: Speech-Language Pathology National Exam with 100% success. One hundred percent of the graduates of the program who received their M.S. degree in May 2016 were employed within 3 months of graduating. This accomplishment relates to the strategic plan Goal 2: Enrich Academic Excellence.
 - Macomb School District needed to provide speech and language services to children with active IEPs in the middle school population as they were unsuccessful in their search for a full-time SLP. CSD have been able to provide them with three graduate students and one supervisor in the morning (8am-11:30am) and three students and one supervisor in the afternoon (11:30-2:30) to cover the middle school. This experience was able to help in meeting our goal of additional experiences for our students but was also a way to work and collaborate with the community. This accomplishment relates to the strategic plan Goal 3: Provide Educational Opportunity.
 - Museum Studies continue to follow the ICOM Curricula Guidelines for Museum Professional Development.
 - The School of Music continues to monitor its curriculum and requirements in relation to the National Association of Schools of Music standards. Additionally, the music unit assesses student accomplishment and success and compares our programs with our “Benchmark and Aspire To” list of institutions.
 - The Department of Theatre and Dance continued “mentoring” approach in acting, directing and design classes.
 - Theatre and Dance continued the Theatre and Dance “Screening Auditions” and the KC/ACTF “Bootcamp”.
 - Theatre and Dance produced SHOWCASE: NEW FRIENDS (FRESHMAN SHOWCASE) for the third year to develop early mentorships with new students.
 - Theatre and Dance continued end-of-semester graduate student review/evaluations.
 - Theatre and Dance continued an end-of-semester design portfolio review for all MFA Design Students as well as BA Production/Design Students.
 - Theatre and Dance continued end-of-year proficiencies for BFA musical Theatre students.
 - Theatre and Dance continued mid-semester proficiencies for BFA musical Theatre students.
- b. Continued support for the enhanced scholarship model
- COFAC supports the enhanced scholarship model.
- c. Continued focus on the Centennial Honors College
- The Department of Art continue to support the Honors College. Art is developing a Departmental Honors course and goals for Honors students.
 - Broadcasting and Journalism has developed several initiatives to try to increase the number of honors students in the department. Potential honor students are contacted by the department honors director. Faculty are working with students and encouraging them to participate in the Undergraduate Research Day activities.
 - The Department of Communication offered two sections of COMM 241H during the past fiscal year in support of the honors program.

- A number of Communication faculty conducted in-class honors projects for Centennial Honors students.
 - Two Communication faculty members advised Communication majors on their honors theses.
 - The Communication Department, in conjunction with the other departments in COFAC, has been continuing their efforts to build the COFAC Honors Curriculum. Each department has at least one representative who, for the last four years, has been making strides to improve the visibility of the Honors College within COFAC. The committee has worked to establish a COFAC GH 299 course (taught during the Fall semesters) and has held a COFAC Honors social for students and faculty/staff.
 - Communication faculty and students are actively encouraged to participate in Undergraduate Research Day.
 - Three Communication Sciences and Disorders students completed honors theses in the department and graduated with university and/or departmental honors. These students were Kayla Kammermeyer, Amber Koutnik, and Victoria Kappel.
 - CSD's Victoria Kappel was the honors commencement speaker, placed third place overall at WIU Undergraduate Research Day (April 2016), and presented her research at the state convention ISHA (February 2017) and at the national level at ASHA (November 2016). Victoria also was Female Leatherneck of the Year in 2016 and was the first WIU female athlete to be named the NCAA Postgraduate scholar.
 - CSD's Kayla Kammermeyer and Amber Koutnik both presented at the UG Research Day and Amber presented her research at ASHA.
 - The School of Music has traditionally had one of the largest groups of students on campus participating in the Centennial Honors College. We make every effort to improve student and faculty awareness of the Centennial Honors College and its programs.
 - In Theatre and Dance, Dr. Jeannie Woods is the honors coordinator for the department. She advises the honors students, mentors them, and participates in the COFAC Honors Seminar each year.
 - Last year the Theatre and Dance Department developed Honors Thesis/Project Guidelines and Handbook that has become a valuable resource for honors students. It has also assisted with the recruitment of new honors students.
- d. Increase focus on internships and service learning opportunities
- All departments in COFAC have internship/practicum/clinic/summer opportunities for all majors. Over 180 assignments were fulfilled during the summer of 2016. Faculty within the departments assist students in securing internships and service learning opportunities.
 - Broadcasting students produce a live half-hour newscast Tuesday – Thursday during the fall and spring semesters that airs on wiutv3. This is the only local television newscast in Macomb. Broadcasting students also produced a Wednesday morning show, “Good Morning Macomb”, which featured local topics and leaders.
 - By the end of this academic year the Department of Broadcasting and Journalism will cover approximately 220 sporting events for ESPN3, WIUS-FM, and RockyVision. Broadcasting also produced a weekly football coach's show that aired on KHQA-TV
 - In radio, WIUS-FM is on the air with live announcers from 6 a.m. to 2 a.m. Monday through Saturday morning. Weekends, noon to 2 a.m. Unmanned hours

are automated. The radio students voice-track the automated hours. Students produce three newscasts/day Monday – Friday. In sports, WIUS-FM carries home football games, home men's and women's basketball (home and away), home baseball and all softball games, and home volleyball games live. Macomb Bombers football, soccer, volleyball, basketball, and baseball games are aired on a tape-delayed basis on wiuTV3 and streamed live on the High School Sports network.

- Broadcasting and Journalism hosted the Youth Leadership Academy students from Macomb High School.
- Broadcasting and Journalism personnel give tours for scout groups, elementary school groups. Broadcasting and Journalism personnel speak to public school groups about broadcasting.
- An essential component of the CSD department is our on-campus Speech-Language-Hearing Clinic which is managed by Angela Thomason (Speech Clinic) and Amanda Silberer (Hearing Clinic). This clinic provides educational opportunities for students while providing needed hearing and speech-language services to the local community. Our services are provided free to WIU employees and students and on a sliding fee scale based on income to anyone.
- Across both clinics we provided services to: 138 clients (Summer 2016), 514 clients (Fall 2016), and to date approximately 209 (Spring 2017). We serve clients across the lifespan. Some of the services include infant hearing screenings, hearing and hearing aid evaluations, speech and language therapy, dysphagia, and aphasia treatment for patients who have suffered stroke.
- For the past few years we have collaborated with the Department of Kinesiology in offering an Adapted Physical Education (APE) clinic on campus on Friday mornings. In this clinic children with moderate to severe communication disabilities from the West Prairie School District come to Brophy Hall for a morning of physical education activities that are adapted to meet their abilities. Under the supervision of Amy Burke and Maysoon Biller, the CSD students collaborate with WIU students from other departments to ensure they provide a language stimulating environment for the children.
- Maysoon Biller and the graduate students continue to offer a monthly autism support group for families who have children with autism. Parents attend a group support session in which CSD faculty and students present ideas for improving the communication skills of children with autism and parents share ideas with each other. At the same time, CSD students provide childcare for the children with autism so their parents can attend the support sessions. This provides the parents much needed respite care, as well as gives the CSD students experience interacting with a wide range of children with autism. In another room in the department, the siblings of children with autism work with CSD students either playing or talking through their experiences growing up with a sibling with autism.
- In addition to the services our faculty and students provide as part of our on-campus clinic, during 2016 – 2017 we also provided speech-language services off-campus at The Elms (a skilled nursing home in Macomb) supervised by Kate Pohlpetter, Bridgeway (a day program for adults with intellectual disabilities) supervised by Amy Burke, Wesley Village (a skilled nursing home in Macomb) supervised by Julie Dalmasso, and the Macomb School District supervised by Maysoon Biller and Heidi Elbe.
- Fall 2016 the faculty and students conducted free hearing and speech-language screenings for the local community. Amanda Silberer supervised CSD undergraduate and graduate students conducting hearing screenings as part of free on-campus health screenings at the Multicultural Center and Recreation Center and off campus at the

Renaissance Center in Canton. Heidi Elbe supervised students conducting speech-language preschool screenings at The Crossing Church Preschool Macomb and Amanda supervised students providing the hearing screening of these children.

- Spring 2017 two students (one graduate student and one undergraduate student) assisted Amanda in providing the Annual Occupational Hearing Evaluations for the McDonough Power Coop for all of their employees.
 - During Spring 2017 our second-year graduate students were on their full-time internships. Our Canadian student has been placed in two medical settings and the remaining 19 students are completing one internship in a public school and one in a medical setting such as a hospital, nursing home, or outpatient clinic. The majority of students are working in Illinois; however, we also have students interning in Canada (Newfoundland), Iowa, Indiana, Missouri, Wisconsin, and Michigan.
 - While not a direct effort, Theatre and Dance productions provide students with performance (service learning opportunities) and feedback before a live audience consisting of the community and regional populations. Formal “talk-backs” with the audience relating social/cultural issues to production themes were held. As a performing art, theatre audiences become a teaching tool, developing students’ sense of self-confidence, focus, objective seeking as well as social and cultural tolerance. Further, audience members frequent local restaurants pre- or post-show, perhaps stimulating economic well-being in the community. The purchase of materials for productions through local merchants on a constant basis promotes community economic development.
 - Theatre and Dance’s DC Wright (Head of Movement) founded a Stage Combat Club on the WIU Campus. The Stage Combat Club produces a showcase of combat work each semester which they call FOOD FIGHT. The admission to the event is a non-perishable food item. The food is donated by the students to Loaves and Fishes, the local food bank.
 - Theatre and Dance’s BFA Musical Theatre Students, as well as MFA students, are required to do 9 - 12 hours of “summer professional work” which is often in the form of an internship at a Professional Summer Stock company.
- e. Continued support for undergraduate and graduate research opportunities
- All departments in COFAC encourage undergraduate and graduate students to participate in Undergraduate Research Day and Graduate Research Day. Faculty work with students on their presentations, papers, and posters.
 - Almost all 400-level courses in the Department of Communication contain some research requirement, as do many of the 300-level courses. Students are instructed in the proper conduct of research through multiple courses, including use of appropriate methodologies and IRB protocols.
 - In fulfillment of established goals of the fund, the Wayne N. Thompson endowment supported funding for Communication graduate and undergraduate student scholar awards, graduate assistantships, a faculty fellowship, and an invited scholar presentation.
 - Communication departmental funding was provided to two graduate students who attended and presented their research at national and regional conferences this past year.
 - In the Department of Communication Sciences and Disorders, undergraduate thesis and course projects are mentored by faculty. Natalyn Rood is completing an honor’s thesis to be completed by May 2017 and Jillian Escobar is taking an in-class honors credit and completing a research project in CSD 390 with Dr. Silberer. Jillian is currently working

with Dr. Bruna Mussoi on her IRB to begin data collection for her honor's thesis.

- CSD Graduate student Victoria Kappel was partially funded to present at both ISHA (Chicago, IL in February, 2017) and ASHA (Philadelphia, November, 2016) using clinic funds. Her registration and travel were reimbursed for ASHA and her travel for ISHA. She volunteered at ISHA and therefore her registration fee was waived.
- f. Support scholarly/professional activity for faculty
- When possible, departments in COFAC use foundation funds to support scholarly/professional activities for faculty.
2. Fiscal Responsibility and Accountability
- a. Identify further costs savings to meet challenges in the FY17 and FY18 budgets
- Every department in COFAC continues to look for ways to save money. Social media is used more and more for recruitment and for staying in contact with alums and donors.
 - Many faculty in the college have given up their office telephones to save money.
 - Every department restricts the use of the office copiers. Faculty are encouraged to post handouts, powerpoints, etc. to WesternOnline.
 - Museum Studies has created seven new external GA positions to fund students.
 - In the School of Music, the lengths of ensemble/recruitment tours have been shortened. In Theatre and Dance, production costs have been reduced. Theatre and Dance continues to do one "Green Show" each season. This year our fall green show was "Ruined". The entire wall structure, bed frames, bar, and three bar tables were all made out of recycled pallets. The spring green show is "Peter and the Starcatcher".
- b. Identify alternative funding sources
- The Department of Broadcasting and Journalism found four table sponsors last year for our annual banquet. Money from those sponsors provided \$200 scholarships for students.
 - The WIU Speech-Language Hearing Clinic operates as a fee-for-service clinic. These accounts (Hearing Clinic Account and Speech Language Clinic Account) facilitate in offsetting the day-to-day clinic needs, funding travel, and equipment needs.
 - The CSD hearing clinic receives income selling hearing aids to clients.
 - The CSD speech clinic uses a sliding scale fee for the clients who are seen at our on-site clinic.
 - The CSD clinic receives money from the Macomb School District for providing their speech services. This money is deposited into the speech-language clinic account.
 - CSD is looking into providing additional services for other local schools who are actively hiring SLPs but with no success. If we have the faculty to provide the supervision this could be an additional source of income.
 - CSD students also have a clinic fee of \$50.00 per semester to offset costs of their clinic needs (e.g., copies, laminating sheets, velcro, color printing). Graduate students and undergraduates who are enrolled in clinic are required to pay for their CALIPSO accounts. These dues are approximately \$85.00 per year and are necessary for monitoring their clinic hours to ensure they receive a breadth and depth across the lifespan. The CALIPSO system allows for internship and off-site supervisors to be in contact with us and the student and approve hours. Their CALIPSO account will follow them through

internship and subsequently two years and will allow them to have their paperwork for licensure and credentialing.

- If the number of CSD faculty allows us to provide telepractice services to supplement clinic income that would be another source of revenue. Long-distance delivery of services via the internet is a common practice because of the overwhelming need to fill positions. Because this is becoming so common in our field, it would be an opportunity to teach students this practice as well as increase revenue.
 - The School of Music has sought outside funding for graduate assistantships through churches and schools in the area.
- c. Develop college priorities in fundraising

College of Fine Arts and Communication

SummerStage 2017 (re-establish summer theatre presence in Macomb)
Performing Arts Society
Support All Departmental Goals

Art Gallery

Upgrades to the current Art Gallery
Funding to support bringing in artists and exhibits

Department of Art

Student Scholarships
Equipment/Software Request for the Garwood Computer Lab
Exhaust and ventilation upgrades for Lithography and Intaglio studios
Dye sublimation printer, and Digital Swinger
Student Workspace Studio

Communication Sciences & Disorders

Funding to support the CSD Clinic
Undergraduate Scholarships
Graduate Scholarships / Assistantships

Communication

Freshmen Recruitment Scholarships and Transfer Student Scholarships
Funding for Career Prep Day Lunch

Museum Studies

Funds to help students travel to conferences
Student Scholarships

Broadcasting & Journalism

Student Scholarships
Funding to purchase new equipment
Examples: Audio Lab Renovation – Pro Tools editing rooms
Panasonic Camera & tripod
Camera Jib for TV Studio

Department of Theatre & Dance

Undergraduate Scholarships & Graduate Assistant Scholarships

Funds to send students to KCACTF

School of Music

Undergraduate Scholarships & Graduate Assistant Scholarships

All-Steinway School

Browne Hall Practice Room Updates & Sallee Wenger Practice Rooms

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

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

Detailed information and goals can be found in the COFAC Recruiting and Retention Plan 2013-2014

(HVHE Goal 1 – Action 1,2,3,4,6 8) (HVHE Goal 2) (HVHE Goal 3 – Action 1,2,3) {SHORT TERM}

- Annually every department in COFAC reviews, updates, and modifies their recruitment plan. All departments are actively involved in recruitment efforts on the undergraduate and graduate level.

- The Department of Communication engages in the following recruitment activities:

We provide information at both QC and Macomb Discover Western and SOAR events.

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

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

We have operationalized our recruitment plan based on four target audiences as explained below:

Target Group #1: New Freshmen

- Using Thursday Admissions lists identifying students who have applied to WIU and been accepted, send greeting message from the Chair introducing them to the major, the department, and the benefits of attending WIU. Approximately one week later, an additional message is sent to these prospective majors by the Academic Advisor, introducing herself and giving them some background on opportunities within the major. Approximately one week after that, the current President of the Communication Student Society will send them a message extending his/her greetings and talking a little bit about the department from a student's perspective.
- Utilize the Communication Student Society (undergraduate major organization) to call all freshmen on the admit list who have not yet submitted a housing application and/or registered for a SOAR date and engage them in personal conversations in an effort to answer any remaining questions the prospective students might have about the major or the university.
- "Pitch" major in Gen Ed courses (COMM 130, COMM 130Y, COMM 235, COMM 254). Tie in department activities (i.e., Career Preparation Day, Thompson lectures) to in-class assignments and extra-credit opportunities.
- Maintain updated website information.
- Maintain a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).

Target Group #2: New Transfers

- Using Thursday Admissions lists identifying students who have applied to WIU and been accepted, send greeting message from the Chair introducing them to the major,

the department, and the benefits of attending WIU. Approximately one week later, an additional message is sent to these prospective majors by the Academic Advisor, introducing herself and giving them some background on opportunities within the major. Approximately one week after that, the current President of the Communication Student Society will send them a message extending his/her greetings and talking a little bit about the department from a student's perspective.

- Maintain updated website information.
- Maintain a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).
- Develop a more specific presence in targeted community colleges. (Development suspended due to limited funds.)

Target Group #3: Internal Transfers

- “Pitch” major in Gen Ed courses (COMM 130, COMM 130Y, COMM 235, COMM 254) as well as in minor classes. Tie in department activities (i.e., Career Preparation Day, Thompson Lectures) to in-class assignments and extra-credit opportunities.
- Increase visibility of department and “positive talk” among current students. The primary means for doing this will be to increase the number of students attending Communication Student Society events and functions, and to increase membership and participation in CSS.
- Maintain updated website information.
- Maintain a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).
- Participate in all academic majors fairs (i.e., COFAC Festival).

Target Group #4: Current Majors

- Increase visibility of department and “positive talk” among current students. The primary means for doing this will be to increase the number of students attending Communication Student Society events and functions, and to increase membership and participation in CSS.
- Maintain updated website information.
- Maintain a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).

The recruitment plan for graduate students includes:

- Career Preparation Day (September): We will add a one hour program discussing our graduate program that operates in tandem with the general graduate program presentation that we conduct. The Graduate Coordinator will be responsible for being present, answering any questions about the program, taking a list of potentially interested students, and conducting follow up with prospective students.
- Graduate Program Expo (October/February): The Department of Communication Faculty will maintain a presence at the Graduate Program Expo. Typically, the presence here will be conducted on a rotation.
- Advertising: The Department of Communication will seek to promote the program through advertisements, including the development/maintenance of its current profile on the NCA website.
- The School of Music engages in the following recruitment activities:
 - There is a direct connection in music between recruitment/retention and having a successful program. We devote an extraordinary amount of time, effort and resources to recruit students, including having a full-time Recruitment Coordinator. Our ensemble directors, studio faculty, and program directors are continually involved in making contacts with prospective students. Our alumni who teach in the public schools have been very helpful in recommending prospective students to us.

- The School of Music has the most extensive and sophisticated enrollment management plan on campus outside of the admissions office and athletics. The majority of our students are retained because the types of things that the university tries to accomplish through the First Year Experience are built into our program. We continue to work to improve our recruitment activities and anticipate increased results over time from efforts we have been making for the past few years in the St. Louis area. This is in addition to our continued efforts in Chicagoland and our immediate region. All of our major performing ensembles that travel have toured in St. Louis. In addition, several of our individual faculty and all of our faculty chamber ensembles have made recruiting trips to St. Louis area high schools. We have also formed a partnership with Third Baptist Church (located between Powell Symphony Hall and the Fox Theater) and have had two WIU School of Music performances there in FY17.
- Last year we utilized a new online audition program with a company called Acceptd. Our participation on this website allows students in the United States and all over the world to research our music program and audition for acceptance online. On Acceptd's website, we have access to over 50,000 prospective student profiles. We are very excited about the possibilities of this website and had a large number of students audition through this platform this year.
- The Department of Theatre and Dance engages in the following recruitment activities:
 - Recruiting at Conferences/Festivals:
 - SETC (Southeastern Theatre Conference), Lexington, KY (Steven House and Heidi Clemmens)
 - URTA (University Resident Theatre Association), Chicago (Bill Kincaid and Steven House)
 - Indiana Thespian Festival (Bill Kincaid and Heidi Clemmens)
 - USITT (United States Institute for Theatre Technology), St. Louis, MO (Dan Schmidt, Jeannie Galioto, Rebel Mickelson and Steven House)
 - “A DAY IN THE LIFE...”:**
 - We offer overnight campus visits to any interested Theatre/Musical Theatre major. We call these events “A Day in the Life...” The student is paired with a current Theatre/Musical Theatre major. The student visits classes, eats on campus, works in one of our shops/goes to rehearsal, and spends the night in the dorm. It's a very effective recruiting tool as we currently enroll 70% of the students who participate. The next event is scheduled for April 7th.
- b. Continue to expand Distance Learning opportunities
 - Art, Broadcasting and Journalism, Communication, Music, and Theatre and Dance are actively involved in distance learning opportunities for their own majors and minors and also for BGS students.
- c. Explore additional initiatives to enhance retention and graduation rates
 - The Department of Broadcasting and Journalism began a faculty mentoring program with our freshmen this year. Faculty have been meeting students assigned to them (4-6 freshmen) in informal settings such as lunch or dinner. We were able to retain 94% of the freshmen from the fall to spring semesters.
 - The School of Music retention rate is very high because of the nature of our instruction: students work one-on-one with their applied music professor, are instantly integrated into a community when joining ensembles, and almost all music students participate in one of our 10 student organizations.

- In Theatre and Dance:
 - New Majors Meeting – We meet with all new majors the Saturday before classes begin and introduce them to the faculty as well as peers. Each faculty member speaks about the things they love most about WIU and the Department of Theatre and Dance.
 - M.F.A. Welcome Back Cookout - On Sunday night before classes begin in the fall we have a cookout for all grad students. We meet, greet, eat and then meet briefly to talk about what the students did in the summer as well as talk about plans for the academic year.
 - All Department Meeting and Cookout – On the Tuesday after classes begin we hold an All Department Meeting and Cookout. We meet, greet, and eat then have a brief meeting to talk about what is expected of the students during the fall semester. There are short “Breakout” Sessions with BFAs and BA majors.
 - Unified Auditions – Unified Auditions are held the first week of each new semester. Every new student is highly encouraged to participate in production activity from the first day they arrive on campus. Production directors are encouraged to cast as many students as possible in shows rather than casting the same students multiple times.
 - NEW FRIENDS: Freshman Showcase – Every new student major or minor is cast in the Freshman Showcase. By participating in this production, they are drawn into the department family and are made to feel welcome. They also bond as a group and create relationships that will last for their tenure at WIU and possibly beyond.
 - Freshman are enrolled in THEA 130 Theatre Practice and are required to work backstage on a production. Often this work behind the scenes connects the students and helps them find a home at the university.
 - Advising – Academic advising and career mentoring are provided by the faculty instead of an advising staff. This is another way our students connect to faculty and feel a part of the department.
- d. Maintain participation in the Building Connections mentoring program and other retention efforts
 - All faculty and chairs are encouraged to participate in the Building Connections mentoring program and other retention efforts.
- e. Enhance access, equity, and multicultural initiatives for entire campus community
 - The Department of Art offers the enhancements of Throwing Thursdays and First Wednesdays for the University as well as Local Community.
 - The CSD undergraduate and graduate students provide hearing screenings and language screenings at the Annual Multicultural Health Fair. Information is provided to all participants who are interested in the services offered at the WIU Speech-Language Hearing Clinic.
 - The School of Music offers programming of multicultural music throughout the year.
 - Theatre and Dance encourages non-traditional and color-blind casting in all Theatre and Dance productions. In planning future production seasons scripts are chosen that are designed to provide an opportunity for students to work on theatre pieces that reference the experience of the multicultural community of America and the world.
 - In the fall 2016 Theatre and Dance produced RUINED by Lynn Nottage. In her play Nottage was interested in giving voice and audience to African women living in the

shadows of war. The play featured roles for 11 or more black actors.

- Theatre and Dance continues to strive to incorporate into each season plays written by African, Asian, Latino, and Native American playwrights to provide a well-rounded cultural and artistic experience to all our students.
4. Focus on International Recruiting and Education Opportunities
- a. Continue to increase the number of international students
- The Department of Art is working with visiting scholars from China on several student/faculty exchange programs.
 - The Department of Broadcasting and Journalism has been working on a number of Memorandum of Understandings (MOU's) with Chinese universities. Dr. Yong Tang has been an international ambassador for the university and has worked with the International Office to develop these documents.
 - BCJ's Dr. Tang developed a Chinese-language website for the department and college.
 - BCJ's Dr. Eun Go is serving as a WIU ambassador to South Korean universities.
 - CSD has accepted three international students to begin the graduate program August 2017. CSD have not yet received replies to our acceptance offers but anticipate at least one will attend if not all of them. CSD currently have one international student on internship, one international student attending as a first-year graduate student and CSD has two second bacheloreate students who are international students.
 - Many of the School of Music faculty recruit internationally. Additionally, the President's International String Quartet adds to the diversity and quality of our student population. With Music's participation in the Acceptd website, the department has access to thousands of prospective students in other countries.
- b. Increase awareness of study abroad opportunities
- During all of 2016, the Department of Art hosted Rongjun Gu, a photographer, art educator, and curator of photography, a faculty member at the Shanghai Art & Design Academy.
 - The Department of Broadcasting and Journalism proposed a study abroad class to New Zealand, but there was not enough interest to make the class. Efforts are underway for a new proposal to the United Kingdom.
 - Every year, the Department of Communication offers a Study Abroad course (COMM 379S) on Disney organizational culture; it has been a highly successful offering over the past seven years.
 - Communication regularly offers transfer credit for relevant Study Abroad courses.
 - Communication actively promotes Study Abroad opportunities in advising sessions, SOAR sessions, and with Discover Western visitors.
 - Communication Sciences and Disorders study abroad program with Cardiff Metropolitan in Wales, UK is currently suspended until further notice. Cardiff is undergoing a transformation of their curriculum and feels until the final curriculum is approved and their current cohort is completed through it with no issues, it is not feasible to have students coming here or to have students in their rotation. The program will hopefully be reinstated to send students summer 2018. This program has been a recruitment tool for the CSD program.
 - Theatre and Musical Theatre students are advised about the opportunities to study abroad during their academic advising sessions. Usually four to five students take advantage of these opportunities per year.

- c. Develop academic partnerships with international institutions of higher learning
 - The Department of Art is working with the Shanghai Art and Design Academy and the Shanghai Donghai Vocational and Technical College.
 - The Department of Broadcasting and Journalism has a visiting scholar program for Chinese faculty.
 - The Department of Communication recently developed an integrated graduate program with Journalism aimed at encouraging Chinese students to enroll in classes at WIU.
 - CSD currently has a relationship with Cardiff Metropolitan in Wales, UK where we partner to offer a summer exchange program.
 - In the School of Music, Mike Fansler, John Cooper, Bruce Briney and Jeff Brown have been instrumental in establishing partnerships in Brazil, Moises Molina in the Dominican Republic, Brian Locke in the Czech Republic, Mike Fansler in Australia, Matt Thomas and John Mindeman in Costa Rica and Tammie Walker in South Korea.
 - Theatre and Dance currently has a program with Edge Hill University in the UK and we continue talks with the Director of the International Office at the University of Bayreuth.
- d. Strengthen relationships with embassies and host countries
 - The College of Fine Arts and Communication and our departments are always ready to work with Study Abroad and build relationships with embassies and host countries.
- 5. Facilities Enhancement and Technology Support
 - a. Support for the Center for Performing Arts
 - The College of Fine Arts and Communication urges the immediate release of the funding for the Center for Performing Arts as it has been a 14 year process to date.
 - b. Enhance funding for classroom renovation
 - The College of Fine Arts and Communication fully supports renewed funding for classroom renovation.
 - c. Support major capital budget initiatives
 - The College of Fine Arts and Communication supports major capital budget initiatives.
 - d. Support uTech initiatives
 - The College of Fine Arts and Communication supports uTech initiatives.
- C. Indicate measures of productivity by which the unit's successes can be illustrated.
 - **ART:**
 - Students are meeting the objectives in individual courses successfully by preparing and defending artists' statements, and documenting their artwork.
 - Students are creating competent, cohesive and in-depth works that reflect a serious commitment to creative achievement.
 - Students are demonstrating basic proficiencies using the elements and principles of design (Line, color, value, shape, unity, variety, dominance, balance, rhythm etc.).
 - Through the work produced, students are exhibiting clear understandings of how to use materials, processes, mediums, techniques, and technologies for creating art.
 - During the active process of creating, students are evincing a wide range of competence with tools, and techniques; and showing a sensitivity to mark making and expressive use of materials and supplies.
 - Students are getting into art shows locally, regionally, and nationally.

- Students are getting into highly rated graduate programs throughout the country.
- The department is graduating Professional Art Education students capable of meeting the needs of all learners in a variety of educational environments.
- The Art Education Program standards are aligned with Illinois state standards.
- **BROADCASTING AND JOURNALISM:**
- Broadcasting has approximately 170 majors and 20 broadcasting minors and 17 sports broadcasting minors. Journalism has approximately 40 majors and 51 minors.
- With the merger of Journalism, the department has 7 faculty and two staff that continue their strong commitment to their profession. The average ACE load is 18 out of 22 by Unit A faculty and Unit B faculty work the maximum of 24 ACEs.
- Faculty and students continue to produce podcasts and videos that are streamed on our website, as well as on iTunes and Broadcasting's Facebook and YouTube sites.
- On wiuTv3 broadcasting students produce a live half-hour newscast Tuesday – Thursday during the fall and spring semesters. Students are also producing a morning show once a week. This is the only local television newscast in Macomb.
- By the end of this academic year the department will cover 200+ sporting events for ESPN3, WIUS-FM, and RockyVision. In the fall, Broadcasting also produced a weekly football coach's show and a local sports show, "Local Sports Focus".
- In radio, WIUS-FM is on the air with announcers from 6 a.m. to 2 a.m. Monday through Saturday morning. Weekends, noon to 2 a.m. Unmanned hours are automated. The radio students voice-track the automated hours. In sports, WIUS-FM carries all football games (home and away), all men's and women's basketball (home and away), home baseball and all softball games, all volleyball games and home soccer games. WIUS-FM continues to be the flagship station for all Western sports.
- Macomb Bombers football, soccer, volleyball, basketball, and baseball games are aired on a tape-delayed basis.
- Broadcasting hosted the Youth Leadership Academy students from Macomb High School.
- The department offers three general education courses to the university at large. One course is a humanities course cross-listed with English, one is a B-List humanities course and one course is a multi-cultural course. BC 323 and BC 328 are also available online.
- **COMMUNICATION:**
- The Department of Communication is one of the largest, most efficient, and most productive departments on campus. The department's productivity can be illustrated in the following ways:
- The Department of Communication undergraduate program currently has 252 majors (201 in Macomb; 51 in the QC) and 117 minors (91 in Macomb; 26 in the QC). The graduate program has students actively engaged in coursework.
- The department has 7 tenure-track/tenured faculty; 6 associate faculty; 1 ASP (Undergraduate advisor); 1 office manager/administrative associate, and a chairperson. The major and the minors are offered at both the Macomb and Quad Cities campuses.
- One means whereby to measure productivity is by professional activity output. In the 2016 calendar year, Communication faculty published 1 book, 9 journal articles and/or book chapters, and presented 26 conference papers/panels at regional, national and international conferences.
- Department faculty participated in service to the discipline in a variety of ways, including reviewing articles for professional journals and reviewing papers submitted for conference presentations. Several faculty currently serve as standing members and/or guest reviewers on a

variety of editorial boards.

- The department continued its tradition of offering the Department of Communication Career Preparation Day, an event where alumni come back to campus and share their experiences and advice through a series of workshops with our current students. This particular CPD was very successful, not only in terms of the quality of the experience but also because it resulted in a gift for the department from an alum.
- The department offered its sixth Disney Communication Culture Study Abroad course, an opportunity that generates excitement in the discipline and recognition throughout the country for its innovation and effectiveness.
- Two faculty members served in national leadership positions with the National Communication Association, serving as members of the executive boards of two different divisions. Additionally, one faculty member served in a leadership capacity with the UPI as the state president of UPI.
- During the Summer 2016 sessions, the Department of Communication offered 17 sections of classes, serving over 370 students. Of these courses, 9 were offered on-line.
- The department reorganized and updated our current major into three options. This new major was initially offered in Fall 2016.
- The department continues to service the university by providing a large number of sections of General Education courses, public speaking classes, cross-listed courses, and a Study Abroad class. During FY17, 26 total sections of Introduction to Human Communication (COMM 130) were offered, including 14 regular sections, 6 sections taught on-line, and 6 FYE sections. The new Social Science gen ed course, COMM 235, was offered 3 times. Forty sections of the Introduction to Public Speaking (COMM 241/242) were offered during calendar year 2016, including two 241H sections and six online versions of this course (COMM 242) available to BGS students.
- The Communication faculty continues to provide a wide array of department, college and university-level service on a variety of committees and councils.
- Dr. Chris Carpenter was selected to receive the COFAC Award for Excellence in Scholarly Activity, and was later honored as the Provost's Award recipient in this category. Jennifer Grimm, the department's academic advisor, received the Academic Advisor of the Year Award.

- **COMMUNICATION SCIENCES AND DISORDERS:**

Peer-Reviewed Articles:

Brown, C.J., Jeon, E., Driscoll, V., **Mussoi, B.**, Deshpande, S.B., Gfeller, K., & Abbas, P.J. (2017). Effects of long-term musical training on cortical auditory evoked potentials. *Ear and Hearing*, 38, 2, e74-e84.

Snodgrass, M.R., Chung, M.Y., **Biller, M.F.**, Appel, K.E., Meadan, H., Halle, J.W. (in press). Telepractice in speech-language therapy: The use of online technologies for parent training and coaching. *Communication Disorders Quarterly*.

Conference Presentations:

Betz, S., **Burke, A.**, & Koutnik, A. (2016, November). A comparison of three preschool screeners: The Fluharty-2, DIAL-4, and DELV-ST. Poster session presented at Annual American Speech Language Hearing Association (ASHA) Convention, Philadelphia, PA.

Biller, M. & Johnson, C.J. (2016, June). A combined spoken communication treatment approach for children with Autism Spectrum Disorders (ASD) who are minimally verbal. Poster session presented at KI@IL Summit, Champaign, IL.

Biller, M. & Johnson, C.J. (2016, June). A combined spoken communication treatment approach for children with Autism Spectrum Disorders (ASD) who are minimally verbal. Poster session presented at International Child Phonology Conference (ICPC), Flagstaff, AZ.

Otherly Scholarly Achievements:

Maysoon Biller (December 2016) successfully defended dissertation at the University of Illinois at Urbana-Champaign, Champaign, IL A combined spoken communication treatment approach for children with Autism Spectrum Disorders (ASD) who are minimally verbal.

Bruna Mussoi was recently invited to write a review paper of speech perception and aging for Journal of Otology.

Kathryn Pohlpetter completed requirements of the Instructor Certification Program for Dementia Capable Care. Since becoming certified she has delivered four six-hour training programs to graduate students, other faculty members, and The Elms Nursing Home's administrative and rehabilitative staff

- **MUSEUM STUDIES:**

- Implemented new Internship Evaluation form for faculty and practitioners
- Expanded Recruiting efforts through Graduate School mileage grant and COFAC funded assistant
- Increased number of students enrolled in MA and PBC Programs

- **MUSIC:**

All of the items listed below demonstrate support of the university goals and objectives, including specific Strategic Plan accomplishments in the areas of Student Recruitment, Faculty Research-Scholarly/Creative, Public Service/Outreach, Alumni Relations, and Excellence in Undergraduate and Graduate Education. The School of Music provides outreach annually to approximately 20,000 students in the public schools and thousands of members of the community through the following activities and events.

1. University and Community Audience:
 - a. Faculty Recital Series
 - b. Faculty ensemble performances, Julstrom String Quartet, Camerata Woodwind Quintet, Hopper Jazztet, and LaMoine Brass Quintet
 - c. First Wednesday Faculty Chamber Series
 - d. Fall Collage Scholarship Concert on-campus
 - e. Performances of faculty compositions
2. Outreach to public schools and area music students and teachers:
 - a. Summer Music Institute (Camps) – Band, Strings, Jazz, Choral, Youth Day Camps
 - b. Marching Band Classic
 - c. Showcase of Bands
 - d. All Star Honor Band Weekend
 - e. Jazz Festivals
 - f. Summer Seminars for Public School Music Teachers
 - g. Guest artists and master classes—public school students invited to join with WIU students
 - h. Opera performances
 - i. Performance tours by Orchestra, Band, Choir, and Jazz Band major ensembles.
 - j. Masterclasses and lessons for prospective students
 - k. Faculty service as adjudicators for professional conferences and competitions
 - l. WIU Community Music School
 - m. Macomb Youth String Orchestra
 - n. Live streaming of all School of Music concerts
3. New Music Festival
4. Approximately 150 performances presented during fall and spring semesters, including faculty solo recitals and ensemble concerts, faculty guest artist recitals, student ensembles, student solo recitals, special events: Marching Band Classic, ElectroAcoustic Music Macomb, Orchestra Family Halloween Concert, Madrigal Dinner, and Holiday Festival of Choirs; Marching Band home game and parade performances, educational conferences and workshops: Choral Music Ed. Day, Olympic Conference Choral Fest., West-Central Conference Choral Festival, and IMEA District IV Festival.; Tours: Marching Band, University Singers, Jazz Studio Orchestra, University Orchestra.

5. Specialty Festivals: Piano Festival, Brass Fest, Jazz Festival, Horn Festival, District IV ILMEA, Band Showcase, Jr. H. and Sr. H.S. Honor Choir events.
6. Certification exams: ISBE Teaching Certification, Music Therapy Exams
7. Accredited member of NASM (National Association of Schools of Music) since 1961
8. Teacher Education program nationally accredited
9. Music Therapy program accredited by the American Music Therapy Association

- **THEATRE AND DANCE:**

The Department of Theatre and Dance will produce 5 Main Stage shows, 11 Studio Productions (Including the BFA Musical Theatre Senior Showcase). All of the onstage as well as offstage roles will be filled by students.

The Irene Ryan Scholarships provide recognition, honor, and financial assistance to outstanding student performers wishing to pursue further education. Two MFA acting students are one of 16 national finalist teams for the Kennedy Center's Irene Ryan Acting Scholarship. The competition will take place during the Kennedy Center American College Theatre Festival in April in Washington, D.C.

University Dance Theatre Fall 2016 auditions had an extremely large turnout. Approximately 85 students participated in the joint UDT/Theatre Department Unified Audition, yielding 44 company members for UDT. After a graduating a record 17 company members in December (or losing them to study abroad, internships, or student teaching), our Spring 2017 numbers stand at 40. It's interesting to note that, in Spring 2015, UDT had 22 company members. Since Fall 2015, we have had between 40-46 members each semester.

40% of Theatre and Dance students were working in theatre (either professionally or doing internships) this past summer.

Musical Theatre has a 100% retention rate.

We hosted the 12th Annual Central Illinois Stage Combat Workshop to be held on the WIU Campus in May 2016.

D. Describe how the division used any of the following categories of funds to enhance accomplishments and productivity:

1. Western Illinois Foundation funds

- College of Fine Arts and Communication

SummerStage Funding 2017

- Art Foundation funds are used to:

Student Scholarships
 Support limited travel to conduct research
 Purchased specialized equipment
 For travel to do recruitment

- Broadcasting and Journalism foundation funds were used to pay for student submissions in state and national competitions.

- Communication: In fulfillment of the established goals of the fund, the Wayne N. Thompson endowment supported funding for graduate and undergraduate student scholar awards, graduate assistantships, a faculty fellowship, and an invited scholar presentation.

Grice Endowment funds were used to provide three Communication faculty members funding to pursue professional growth opportunities to enhance their classroom effectiveness.

The Foundation account was also used to support the Communication Student Society efforts to facilitate networking with both current and former students.

- Museum Studies’ account was used to support 15 students’ attendance at Professional Conferences through modest grants of \$50 to \$100.
- School of Music Alumni outreach at the state conference of the Illinois Music Educators Assoc. – annual alumni reception, over 100 alumni and several current music students and music faculty in attendance in January.
Browne Hall Practice Room Campaign
- Theatre and Dance used foundation funds to help with retention and recruitment events.

2. Funds available due to vacant positions or dollars saved through hiring of new personnel at whatever level those funds reside

Appropriated Savings 2016-2017 = \$1,376,726.00

College Furlough Savings = \$10,441.00

3. Grants, contracts, or local funds

Grants - \$47,180.00

PAS - \$90,500.00

BCA - \$14,985.00

Tri States Public Radio - \$594,000.00

4. Internal Reallocations: For reallocations over \$20,000, identify the amount, area that was reallocated from, and the priority that funds supported.

COFAC Has no internal reallocations over \$20,000.00

5. Other fund sources

- N/A

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

| BOOKS | CHAPTERS / MONOGRAPHS / REFEREED ARTICLES | DOMESTIC/ INTERNATIONAL CREATIVE ACTIVITIES | | DOMESTIC/ INTERNATIONAL CONFERENCE PRESENTATIONS | |
|-------|--|--|-------|---|-------|
| | | Dom. | Int’l | Dom. | Int’l |
| 3 | 31 | 607 | 17 | 82 | 19 |

II. Budget Enhancement Outcomes for FY17

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

III. Reductions for FY17

- A. Discuss staffing and operational reductions implemented during FY17.

- A. 1 staff position unfilled
- B. 6 chair positions reduced to 11.5 months (11 months for 2017-2018 forward)
- C. 10 unfilled faculty positions (temporary)
- D. 5 unfilled faculty positions (permanent)
- E. Reassigned position dollars

B. In response to Item A (above), include the dollar amount for these reductions and whether the reductions result in one-time or continued savings.

A = \$40,188.00 - continued
 B = \$49,645.00 - permanent
 C = \$420,544.00 - one-time
 D = \$384,067.00 - permanent
 E = \$531,927.00 - one-time

**Budget Year
 Fiscal Year 2018**

IV. Major Objectives and Productivity Measures for FY18

A. List the most important goals and objectives the division will pursue in FY18, and how these actions will be measured/assessed.

Fulfill necessary staffing needs across the college in an effort to continue to deliver the highest quality education.

(All HVHE Goals) {CONTINUOUS}

Maintain all COFAC departments and units at the highest levels.

(All HVHE Goals) {CONTINUOUS}

Strengthen and increase recruiting and retention efforts across all areas of the college.

[Detailed information and goals can be found in the COFAC Recruiting and Retention Plan 2013-2014]

(HVHE Goal 1 – Action 1,2,3,4,6 8) (HVHE Goal 2) (HVHE Goal 3 – Action 1,2,3)

{SHORT TERM}

Acquire appropriate funding for construction of the Center for Performing Arts and re-initiate the project immediately.

(HVHE Goal 3 – Action 4/Goal 4 – Action 3 & 4) {SHORT TERM}

Continue to support COFAC growth in the Honors Program

(HVHE Goal 1 - Action 4/Goal 2 – Action 1) {SHORT-MID TERM}

Initiate College-wide Arts Administration Program BA/MA

(HVHE Goal 1 - Action 1, 4 & 5) {SHORT TERM}

Implement Public relations Option in Broadcasting and Journalism

(HVHE Goal 1 - Action 1 & 4) {SHORT TERM}

Initiate search for Facilities Manager/Production Manager for Center for Performing Arts

(HVHE Goal 2 - Action 1-5) {SHORT TERM}

Continue purchase of Wenger Practice Modules for Music to reside in Sallee Hall

(HVHE Goal 2 – Action 1/Goal 3 – Action 4) {LONG TERM}

Strengthen Resources for College Signature Programs, *Sports Broadcasting and Musical Theatre*

(HVHE Goal 1 - Action 1,3,4/Goal 2 – Action 1,3,4) {SHORT TERM}

Complete re-accreditation for Departments of Art, Communication Sciences and Disorders, School of Music, and Theatre & Dance

(HVHE Goal 1 - Action 4,10/Goal 2 – Action 1,3,4,5/Goal 3- Action 1,2,5) {SHORT TERM}

Establish stable and continuous support for the President’s International String Quartet

(HVHE Goal 1 - Action 3,6,7/Goal 2 – Action 1,3,4/Goal 5- Action 1,3) {LONG TERM}

- B. Of the objectives identified above, please indicate which are directly related to the 2012–2022 Strategic Plan and/or 2016 Strategic Plan Supplement.

Goals defined/outlined above in A.

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

Goals defined/outlined above in A.

V. Technology Goals and Objectives

- A. List the most important technological goals and objectives the division will pursue in FY18, and how these will be measured/assessed.

Maintain current systems at a high level of operation

Look to extend the life of all existing technology systems.

Art Studios & Labs

Broadcasting & Journalism Studios and Truck and Labs

Communication Sciences and Disorders Clinics

Communication Labs

School of Music Studios, Performance Spaces and Labs

Theatre and Dance Studios, Performance Spaces and Labs

BCA Facilities

TSPR Studios

Replace faculty and staff computers as necessary.

- B. Describe how these objectives build upon goals in divisional and/or institutional strategic plans.

All objectives will allow COFAC to continue to provide excellence in all areas of the college.

- C. For each technology item, indicate whether you intend to have the action completed in the short-term

(next 12 months), mid-term (2-4 years), or long term (5+ years).

All objectives are short term (next 12 months)

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

- A. What are planned FY18 reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, and/or the reallocation of personnel and/or operating funds?
- Successful CSD Search
 - Successful MST Search – Unit B
 - Successful Theatre Search - Theatre History Search
 - Successful SOM Search - Oboe, Bassoon, Music Therapy Clinic, Choral Director, Horn, Theory, Keyboard
 - Explore Establishment of School of Broadcasting and New Media

- B. How do these reallocations and reorganizations further *Strategic Plan* and/or *2016 Strategic Plan Supplement* goals and objectives?

All objectives relate directly to the following goals: HVHE Goal 1, Goal 2, Goal 3

- C. Describe how all reallocations, permanent and temporary, will affect the unit's standard performance measures.

The College has given up/reorganized/acquired salary savings on almost fifty positions over the past four years. We continue seeking to achieve salary savings and restructuring with future retirements. The positions above are to keep us operating at the base level necessary for continued excellence in the coming years.

- D. How are you finding new funds?

1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation).

Establish College Resource Plan with Development Officer and Departments/Programs

2. Provide an explanation of how additional resources would be used to enhance divisional objectives.

Increase fully endowed scholarships

Exploration of externally funded support.

Increase funding and sponsorship for COFAC events

Increased emphasis on external grants and fundraising for equipment needs

3. Summarize long-term external funding goals that extend beyond FY18.

Work to meet all accreditation bodies' physical facilities deferments

Increased support for President's International String Quartet

Increased sponsorship of numerous college presentation/performances

Student Scholarships

Fundraising for unfunded portions of Center for Performing Arts

4. Develop indicators to track attainment of goals.

Indicators to be included in final College Resource Plan (Summer 2017)

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

- A. What are planned FY18 reallocations or reorganizations, including movement of positions, upgrade of positions, creation of new positions, and/or reallocation of personnel or operating funds?

Unit B Position for Museum Studies

- B. How do these reallocations and reorganizations further *Strategic Plan* and/or *2016 Strategic Plan Supplement* goals and objectives?

Support for Thriving Programs –

Museum Studies has record enrollments and is in need of additional faculty

- C. Describe how all reallocations, permanent and temporary, will affect the unit’s standard performance measures.

MST - Increase in productivity and decrease in overload which will allow for even more program recruitment.

- D. How are you finding new funds?

1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation).

N/A

2. Provide an explanation of how additional resources would be used to enhance divisional objectives.

N/A

3. Summarize long-term external funding goals which extend beyond FY18.

N/A

4. Develop indicators to track attainment of goals.

Successful Search and Hire

VIII. Reductions for FY18

- A. Discuss planned staffing and operational reductions for FY18.

COFAC looks at all staffing needs, resources and opportunities for realignment at all times.

- B. In response to Item A (above) include the dollar amount for these reductions and whether the reductions result in one-time or continued savings.

Reductions and reallocations will come in the form of budget cuts, furloughs and/or retirements. We do not have a firm idea of amounts at this time. At present COFAC will have approximately \$317,968.00 in salary savings/reallocation for the 2017-2018 academic year.

IX. New Operating Resources

- A. Identify, in priority order, requests for additional operating funding in spreadsheet provided on the Provost’s web site.

- B. On this spreadsheet, please be sure to indicate whether you are seeking one-time or continuous funding. If you are seeking continuous funding, identify whether it is for a period of years or a

permanent base increase.

- C. Complete an *FY18 Budget Request Form* for each request listed in “A”.

X. Facilities Requests

- A. Identify, in priority order, requests for facility enhancements over \$100,000. These requests need to be identified as specific FY18 requests or long-range requests. For each request, identify the ways in which the facility enhancement will advance specific *Strategic Plan* and/or *2016 Strategic Plan Supplement* goals and objectives.

See Attached Appendix

- B. Provide specific outcomes for each facility enhancement request.

See Attached Appendix

- C. Provide an explanation of how each facility enhancement will affect the unit's productivity measures.

See Attached Appendix

- D. Complete an *FY18 Budget Request Form* for each request.