

Assurance Argument
Illinois Wesleyan University - IL

7/29/2016

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1. Illinois Wesleyan University's mission is encompassed in three documents: The Mission Statement, Vision Statement, and *IWU 2020*, the University's strategic plan. The Mission Statement concisely communicates the values the IWU community embraces. The Vision Statement elaborates on those core values to create an enhanced understanding of the University's purpose and expectations of and for its constituents. *IWU 2020* is a multi-year framework, which operates as the link between words and action.

The Mission Statement underwent a comprehensive revision process begun by the faculty in 2000-2001 and was adopted by the Board of Trustees in October 2003. That inclusive process, led by the Council on University Programs and Policy (CUPP), resulted in a statement that highlighted the transitions occurring in the University and enhanced the overall awareness and understanding of the mission. Those transitions included an increase in the size of the student body and faculty; a move from regional to national ranking; and an increased emphasis on social justice and environmental sustainability. The current [Mission Statement](#) was revised as a part of the most recent round of [strategic planning](#) initiated in January 2012 and adopted by the Board of Trustees at its May 2014 meeting. The purpose of the process was not to change the University's mission, but to examine, and possibly change, the manner in which we accomplish the mission; to freshen the language in the Vision Statement; to note the progress made and goals accomplished from the previous strategic plan; and to outline the goals for the next strategic plan, *IWU 2020*. The planning for and final adoption of these goals was greatly informed by the University's 2012 Self-Study Report and the Higher Learning Commission Visiting Team's Assurance and Advancement Reports.

1.A.2. and 1.A.3.

Taken together, the mission documents reflect deep and enduring commitments to the pursuit of liberal inquiry and critical thinking, lifelong learning, social justice, diversity, global citizenship and environmental sustainability. These commitments, as well as other mission-driven goals, run parallel with the goals of General Education, which provides the foundation of an IWU education. Students fulfill the [goals of General Education](#) by meeting the requirements within 14 broad categories that

address problem solving, oral and written communication, value systems, and formal reasoning, among others. In addition, these attributes are found throughout the University's academic units and are communicated through the [course catalog](#), [program-based mission statements and guidelines](#), and in the student learning goals within each respective academic unit's [Strategic Assessment Plan \(StrAP\)](#).

Additional evidence concerning the alignment of mission-driven commitments and planning within academic affairs may be found in the University's strategic plan, *IWU 2020*, specifically the [Teaching and Learning goal](#). Although more thoroughly discussed in Criterion 5.C., highlights include strategies aimed at strengthening teaching, encouraging pedagogical innovation, enhancing student-learning opportunities (e.g., study abroad, service learning), and strategic curricular planning.

Similar to academic affairs, the planning and implementation of student support services are strongly guided by the mission documents. The \$125 million [Transforming Lives](#) campaign, the most successful campaign in the history of the University, concluded in July 2014. This campaign provided resources for a number of student support areas including [grants and scholarships](#), [new student housing](#), [a new center for instruction](#), and [endowments to support student leadership and summer research](#). In addition, the University's food service company, Sodexo, funded a total renovation and menu expansion for the [Dugout](#) eatery in the fall of 2013. The Dugout now features seating accommodations for 225 people, 10 flat screen televisions, multiple food service options, and new and renovated lounging spaces. These outcomes are consistent with a number of attributes in the mission documents, including: financial affordability, physical accessibility, distinctive opportunities for intellectual development, and high quality facilities.

A number of mission-driven initiatives concerning diversity, engaged citizenship, social justice, and personal development extend beyond the classroom. One example is the [Alternative Spring Break](#) program that directs the efforts of 25 to 30 students in site-based service-learning during the spring break period. Students take part in service activities and then process their experiences with one another and staff and faculty facilitators. Once back on campus, students share their efforts and learning with the campus at a chapel service presentation. Another example includes the creation of [IWU First](#), an organization whose main focus and goal is to seamlessly incorporate first generation college students into the University and community. In recognition of the University's increasingly diverse student body, this student-driven initiative seeks to "... acknowledge, understand, and enhance the reality of higher education for first generation college students by recognizing their achievement of obtaining an education beyond the secondary level, distinguishing and attending to their needs differing from those of the traditional college student, and continuously presenting resources key to their success as not only an IWU student but a first generation college student."

Additionally, the [Center for Human Rights and Social Justice](#) was established in 2013-2014 to bring together in one location the numerous human rights programs and initiatives from across campus. Since its inception, the Center has sponsored five student summer internships with national and international organizations, four internationally prominent speakers who have addressed human rights related issues, two Undergraduate Research Workshops where IWU students and students from other liberal arts colleges have worked with faculty to craft research projects, two campus wide human rights workshops, where 60-70 students per workshop have attended different sessions exploring human rights related topics, and the Peace Fellows program, where selected students pursue integrated coursework, internships, and independent studies that relate to social justice, peace, and conflict resolution themes.

As evident in the [Cultivating an Enriched Campus Community](#) and [Diversity](#) goals in *IWU 2020*, great attention has been paid to student support services, especially concerning the overall quality of

student life (i.e., physical places, support, learning outcomes, and programmatic opportunities), as well as the campus climate. A recent campus climate assessment of students, faculty, and staff greatly influenced future directions in climate evaluations. The 2013 LGBT (lesbian, gay, bisexual, and transgendered) [Campus Climate Survey](#) examined perceptions, attitudes and experiences related to lesbian, gay, bisexual and transgender issues and people. Conclusions and recommendations concerning the general campus environment, the campus programmatic environment, affirmation of institutional support, and the culture of men and masculinity were disseminated throughout the campus community and posted online. Additionally, we have recently administered the [Interfaith Climate and Needs Assessment](#), the [Sexual Assault Campus Climate Survey](#), and the Higher Education Research Institute [Diverse Learning Environments Survey](#) (Racial Climate). Results of these three surveys were disseminated throughout the 2015-2016 academic year via a number of venues including meetings with the Strategic Budgeting and Planning Committee, the General Faculty, Staff Council, Cabinet, Student Senate and Faculty Non-Orgs. Implications for future campus education and response will take place over the spring and fall 2016 semesters. The National College Health Assessment was administered during the spring 2016 semester. Results will be analyzed and disseminated during the 2016-2017 academic year.

As noted in the mission documents, the University seeks to recruit and retain a highly talented and diverse student body that will engage in close interactions and collaborations with faculty and staff. These attributes are evident in the demographics of IWU students. For example, over the past 10 years the domestic and international [diversity](#) of IWU's entering classes has increased. Additionally, the average ACT scores and percentage of students representing the top 10% of their high school class have maintained their high levels. Over this same period, despite reductions in student headcount, the student-faculty ratio of 11:1 has been sustained. The University's [retention and graduation rates](#) remain high as well, reflecting a strong level of student engagement and satisfaction with the commitments made within the mission documents.

The University is a residential institution and prides itself in being a tightly-knit, supportive community. In order to retain a larger percentage of juniors and seniors on campus, which would increase the on-campus experience for all students, a new three-year residency requirement was established in 2014-2015. In 2015-2016, [approximately 70%](#) of its students were housed on-campus. The University expects this percentage to increase as the residency requirement is fully implemented.

Sources

- PRES_OIRP_Academic_Department_Mission
- PRES_OIRP_CDS_Student_Life
- PRES_OIRP_CHRSJ
- PRES_OIRP_Factbook_Student_Characteristics
- PRES_OIRP_Factbook_Student_Retention_Graduation_Rates
- PRES_OIRP_General_Education_Goals
- PRES_OIRP_HEDS_saccs
- PRES_OIRP_HERI_DLE
- PRES_OIRP_LGBT_climate
- PRES_OIRP_Mission_Statement
- PRES_OIRP_religious_climate_survey
- PRES_OIRP_SP_Background_History
- PRES_OIRP_SP_diversity

- PRES_OIRP_SP_enriched_campus_community
- PRES_OIRP_SP_teaching_learning
- PRES_OIRP_state-farm-hall
- PROV_ASSMT_StrAP_samples
- PROV_General_Education_Goals_website
- VPA_campaign_goals
- VPA_scholarships
- VPA_Student_Leadership_Research_Endowments
- VPSA_ACTIVITIES_alternative
- VPSA_dugout
- VPSA_IWUfirst
- VPSA_RESLIFE_gates

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1., 1.B.2. and 1.B.3.

Please see Criterion 1.A. for a description of the University's mission documents and its intended constituents. The mission documents are located in spaces that are easily accessible to public viewing - within printed materials such as the University catalog and on the University's website. The University is proud of the values expressed in these documents and publicizes them regularly during opportune moments (e.g., [First Year Convocation](#), [Honors Convocation](#), [Commencement](#), [President's Convocation](#), and the [Turning Titan first-year student orientation program](#)).

Sources

- PRES_Commencement
- PRES_OIRP_President_Convocation
- PROV_firstyear_convocation
- PROV_honors_convocation
- VPSA_RES LIFE_Mission_Day

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1. and 1.C.2.

The University's commitment to recognizing its role in a multicultural society is evident in its mission documents. *IWU 2020* is instructive in this case, as it devotes one of its goals explicitly to the importance of increasing and sustaining campus diversity among students, faculty, staff, and trustees. The [Diversity](#) goal states the following:

Develop and sustain a dynamic inclusive campus community that actively and visibly supports and educates for social justice, diversity, and human rights. Continuously shape and support this diverse campus community of students, faculty, staff, and alumni through evaluation, recruitment, mentoring, and retention efforts.

As noted in the University's 2012 Self-Study and as part of the update concerning the Diversity goal in *IWU 2020*, a new definition of the term "underrepresented" was adopted in order to address the absence of disability, gender, sexual orientation, social class, and geographical background as areas deserving of the specific attention an inclusive commitment to diversity would suggest. The definition, in its full text, is as follows:

The term "underrepresented" will be used in this document to represent Multi Racial, African American, Asian American, Latino/a, and Native American (MALANA) people, International people, LGBT+ people, low socio-economic status students, first-generation students, people with disabilities and people from non-Christian faith backgrounds. For the purpose of climate and inclusion, we also include women, although women are often the numerical majority.

The [Mission](#) Statement articulates a commitment to diversity and social justice, as well as acknowledging "Our curriculum deepens the specialized knowledge of a discipline with a comprehensive world view." The [Vision](#) Statement provides a stronger stance concerning diversity.

The curriculum and co-curriculum will promote a strong sense of Illinois Wesleyan's place in the local and in an interconnected global community, and the University will demonstrate a meaningful commitment to social justice and environmental sustainability. To secure the compelling educational and social benefits of diversity and to counter the particular legacy of discrimination in our society, the University will strive to attract and retain students, faculty, staff, and trustees from a wide range of experiences, viewpoints, cultures, and backgrounds, with special emphasis on racial and ethnic diversity.

The current organizational structure charged to support and guide the University in achieving our goals with respect to diversity is the [University Council for Diversity](#) (UCD), created in 2009. The

UCD was designed to include representation from all major campus constituencies. It includes staff, student, and faculty representatives. The UCD was inspired by the American Association of Colleges and Universities' (AAC&U) initiative, *Making Excellence Inclusive*, and adopted "inclusive excellence" as a supplemental mandate for its work. Both the Provost Office and the Human Resources Office have agreed to use such language in their recruiting materials. "Inclusive excellence," in its full text, is as follows:

The integration of diversity and educational quality efforts into the core of the academic mission and institutional functioning. Diversity and inclusion are conceptualized as a multi-layered process through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more.

One significant outcome for the UCD was the February 2013 adoption of the [Bias Incident Reporting Protocol](#), which is now included in the faculty, exempt and non-exempt staff handbooks, and is also made available to students. A University-wide policy to collect [data elements](#) concerning bias incidents allows the UCD to identify patterns and recommend programmatic responses to improve conditions that contribute to bias incidents.

The Admissions Office has sponsored a number of programs targeting prospective students from diverse backgrounds. Since 2010, the office has held the [¡Tu Universidad!](#) (Your University) program for prospective students and their parents. Sessions regarding the admission and financial aid process were offered both in English and Spanish. The Admissions Office has also conducted "Multicultural Weekends" for prospective students, and, over the past decade, has created new summer programs to educate prospective high school students and to engage them in considering the educational opportunities available at IWU.

The [Office of Diversity and Inclusion](#) (ODI) is dedicated to the promotion of a campus community that appreciates, encourages, and celebrates diversity. The ODI advocates for students, creates spaces for cultural celebrations, promotes leadership development, and provides opportunities for education and reflection about multicultural, privilege, and gender issues. Emphasis is placed on the experiences and needs of underrepresented and marginalized students. The ODI also sponsors the [Summer Enrichment Program \(SEP\)](#), which focuses on three major areas involving the professional, academic and personal growth of the participants. As a part of the program, students receive formal professional training utilizing a variety of activities to address proper diner etiquette, appropriate dress attire in business settings, interview skills; to critique their public speaking abilities; learn from diversity workshops; complete an internship; and participate in volunteer activities, including a final social service project. Workshop topics include self-image, financial literacy, leadership, positivity and the presentation of one's skills. The cultural dining component of SEP allows students to learn about other cultures before partaking in cultural food. Specifically, participants are assigned a country to research and give a 5-7 minute presentation to their colleagues. Presentations may include the following information: native language, economy, society, and culture including cuisine. After learning about a country, participants eat ethnic food from that country. Once the students complete the program, they receive a merit scholarship to use for any academic purpose.

Support for LGBTQ+ students has continued to expand. The [LGBT Student Life webpage](#) contains numerous resources, including an allies webpage. The University annually offers [SafeZone training](#) to empower faculty, staff and students to serve as resources for individuals who are interested in becoming more knowledgeable about sexual orientation and gender identify. SafeZone also provides LGBTQ+ students and employees easily identifiable, supportive spaces to feel comfortable and safe in a confidential environment. In 2015-2016, the University also implemented signage for [all gender](#)

[restrooms](#) and established the [Rainbow Floor](#), a gender-inclusive, living-learning community in Pfeiffer Hall. A presentation entitled "[Middle Sexualities and Resisting Labels](#)", sponsored by IWU SafeZone and the Office of Diversity and Inclusion was offered three times in 2015-2016. The sessions provided opportunities for individuals to ask questions and become equipped to support students in pursuit of communities of respect and inclusion.

The [International Office](#) serves to support and promote the University's mission statement and the General Education Global Diversity goal and to enhance the overall internationalization of the campus and the student experience. In this role, the Office has two primary functions: (1) providing assistance for international students and scholars, and (2) administering the University's semester-long, full year, and summer study-abroad programs.

Sources

- ADM_ER_Tu_Universidad!
- PRES_OIRP_all_gender_restrooms
- PRES_OIRP_Bias_Incident_Reporting_Protocol
- PRES_OIRP_bias_incident_summary
- PRES_OIRP_LGBT_student_life
- PRES_OIRP_middle_sexualities
- PRES_OIRP_Mission_Statement
- PRES_OIRP_rainbow_floor
- PRES_OIRP_Safe_Zone
- PRES_OIRP_SP_diversity
- PRES_OIRP_UCD
- PRES_Vision_Statement
- PROV_International_Office
- VPSA_Office_Diversity_Inclusion
- VPSA_Summer_Enrichment_Program

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1. and 1.D.2

The University's commitment to the public good is formalized in the [Mission Statement](#) and more directly asserted in two specific paragraphs within the [Vision Statement](#):

The University will strive to graduate individuals who are intellectually curious, socially aware, environmentally informed, ethical, and engaged citizens, who make significant contributions to their local, national, and world communities.

The University will aspire to create an extended University community—including not only those on campus, but alumni, trustees, parents, donors, and friends in the local community and from around the world—that is welcoming to all and committed to Illinois Wesleyan's core beliefs, which emphasize the spirit of inquiry, intellectual integrity, breadth of knowledge and understanding, tolerance of dissent, respect for cultural diversity, and strength of character.

The University has also adopted the AAUP's 1940 Statement of Principles on Academic Freedom and Tenure, which notes that: "The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

Evidence concerning these areas may be found throughout a number of University actions and activities, including:

- The [Action Research Center \(ARC\)](#) which facilitates the alignment of university resources with community engagement opportunities. ARC creates partnerships where students, faculty, and staff work with non-profits, for-profits, and educational institutions to collaboratively address social justice issues in the community we share. The ARC model of community impact uses asset-based community development strategies as well as project-based learning. Programs include the Community Partnership Program internship, the Weir Fellowship in Action Research, the Zoellick Fellowship in Social Entrepreneurship, and the City Internship. Each fall, ARC offers a community-based research course which is cross-listed in Sociology and Political Science as well as a grant writing course in the spring. ARC also offers alternative

break programming and manages the volunteer center. ARC staff have presented on community engagement innovation at national and local conferences.

- Martin Luther King Day celebrations have brought noted speakers to campus to discuss issues of tolerance and social justice. These speakers interact with students, faculty, staff and community members in lectures, workshops and discussions that are held throughout the day. The celebrations include an [MLK Fellowship Dinner](#), [National Holiday Gospel Festival](#), and the [MLK Teach-In](#).
- [Theatrical](#), [musical](#) and [artistic](#) performances held on campus or supplemental venues (e.g., Bloomington Center for the Performing Arts, Holy Trinity and Wesleyan Methodists churches) are attended by Bloomington-Normal residents and are reviewed in the local media. Exhibitions held by local and national artists, IWU faculty, and students, housed in the University's [art galleries](#), are regularly open to the public. The [Lunch and Learn Series](#), co-sponsored by Illinois Wesleyan, McLean County Museum of History, Bloomington Public Library, and Collaborative Solutions Institute, regularly offers sessions featuring IWU faculty and staff sharing their interests and research with the local community. The University is pleased to welcome the public to hear the numerous speakers and performers from around the country and around the world who come to the IWU campus. Many of these performances are offered free of charge.

The use of the [Shirk Athletic Center](#) exemplifies one of the many ways in which the University encourages local community attendance and support. As a recreational facility for students, faculty, staff, alumni, and the community at large, the Shirk Center also serves as a host facility for use by external groups such as the Illinois High School Association, the National Collegiate Athletic Association, the Special Olympics, group activities sponsored by McLean County and Bloomington-Normal tourism board, and many other summer programs. The University has 20 varsity teams for men and women, serving over 600 student-athletes, thus the Shirk Center is a key campus facility, making its accessibility to the surrounding community that much more impressive. In 2014-2015, there were about 400 special users holding passes to the Shirk Center, and 110 different external groups utilized the facility. Seventy-five percent of the faculty and staff also make use of the facility on a regular basis.

The [Bike Committee](#), a subcommittee of the GREENetwork, has been instrumental in the University's designation as a bike-friendly University. In addition to implementing a bike share program, the committee has worked with the City of Bloomington to provide an on-street bike route from campus to downtown Bloomington. Members of this University Committee also serve on the local Bike Blo-No advocacy group. As a result, both local communities have enacted Bicycle Master Plans and efforts are underway to mark designated city streets.

Another example of University efforts to serve the public is its co-sponsorship of the [Illinois Sustainable Living and Wellness Expo](#) with the local Ecology Action Center. An annual day-long event that is free and open to the public, attendees are offered an enjoyable atmosphere where they can interact with exhibitors, attend workshops and demonstrations, and learn of resources to live more sustainably. Approximately 3,000 members of the community attended the Sustainable Living and Wellness Expo in 2015. In addition, the University also hosts the [Mega Recycling Event](#), which offers free residential document shredding and the recycling of large household items (e.g., electronics, batteries, clothing, compact fluorescent bulbs) for local residents. Use of the [Hansen Student Center](#) as a polling place for local elections is another example of how the University serves the community.

The University's commitment to the public good is also reflected in its establishment of the position

of [Director of Government and Community Relations](#). Since 2005, the director has worked closely with community organizations (e.g., Economic Development Council, Chamber of Commerce, Economic Outlook for McLean County) in the promotion of business and economic development opportunities in the Bloomington-Normal area. In addition, the development of relationships between the University via this important position with community and state government agencies has yielded significant progress with initiatives concerning sustainability, financial aid, and the rezoning of various city and campus streets to provide safer public walking routes and facilitate new construction such as the expansion of the [Shirk Athletic Center](#), which is available for public use.

1.D.3. The University's mission documents include service with external constituencies at the local, regional, national, and international levels. There is considerable evidence that supports the effectiveness of these engagements with each of these communities.

IWU was involved in the initial 2008 task force convened by the local Economic Development Council and the City of Bloomington for the [West Bloomington Revitalization Project \(WBRP\)](#) and continues to play a critical role in the development and implementation of the WBRP strategic plan that was created. There has been a concerted effort to address the needs of this neighborhood as they relate to safety, housing, social support for area youth, educational improvement, and economic development. The University has worked with Illinois State University to offer mentoring opportunities for K-12 students living in the neighborhood and has offered support for those wishing to partner or establish new businesses. IWU students from the Action Research Center conducted a West Side Crime survey and have examined issues of absentee landlordism, the lack of enforcement of building codes and the quality of housing available to renters in this neighborhood. They helped the WBRP to obtain 501c3 designation as a charitable organization from the Internal Revenue Service and have staffed the office and developed a number of marketing and informational tools. Other initiatives developed by IWU students include the highly successful [Tool Library](#), the first of its kind in the state, and a [pop-up produce stand](#), distributing fresh, free produce gleaned from the local Farmers' Market to west-side residents.

The School of Nursing and the Educational Studies Department offer particular examples where the relationships cultivated with the external community greatly enhance the learning offered within the professional programs. The School of Nursing prides itself not only for the [multiple clinical experiences](#) in which our students engage, but also for the diverse types of clinical experiences our program offers. Some examples include placements at local hospitals, large regional medical centers, elderly residential units, community health and home health agencies, juvenile detention centers, clinics, local and regional schools and early childhood centers. These experiences offered in multiple sites enable nursing students to compare various health-care delivery systems and to study care in diverse populations. Some of the communities within the state where nursing clinical experiences are situated include Bloomington-Normal, Champaign, Clinton, East Peoria, Peoria, Hopedale, Mahomet, and Urbana. Additionally, more than 50% of nursing students complete an [internship](#) during their last semester.

With specific reference to the [Educational Studies program](#), students who want to be teachers engage in a number of clinical experiences external of IWU. Students often have a yearlong relationship with their cooperating teacher, working in [public school settings](#) for the semester prior to their student teaching with the same cooperating teacher with whom they will student teach. Student teachers are asked to take full responsibility for analyzing their strengths and challenges in direct cooperation with the cooperating teacher and the University supervisor. As a result, student teachers are fully supported and encouraged to develop their teaching competencies to the highest degrees of proficiency possible for novice teachers. Cooperating teachers and public school officials know that students who progress through our program will receive an uncommon amount of attention and support from the University.

IWU students are considered to be well-prepared and ready to assume classroom responsibilities when they pursue their clinical work. The respect that public school teachers and administrators demonstrate for IWU students and the Teacher Education program is hard-earned, particularly because neighboring Illinois State University yearly credentials one of the largest cohorts of student teachers in the United States. The large number of IWU graduates employed as teachers in our local school system is testimony to the strength of the program. In committing resources to a quality Teacher Education program, the University is reiterating to the wider world the importance of teaching as a core value within its Mission.

An example of an incentive for students to develop and implement projects that make a meaningful impact on community is the \$2,500 [Weir Fellowship](#). Two recently awarded fellowships included the following initiatives that exemplify mission-driven attributes of creativity, character, and social awareness. The [Track Your Life](#) program was designed for the Boys & Girls Club of Bloomington-Normal and is aimed at promoting and teaching youth to live and eat healthily, as well as exercise. The program includes healthy snacks, field trips, and equipment. [Mini Masters](#) is a program for IWU students to provide one-on-one music lessons to disadvantaged youth in Bloomington-Normal. Funding provides for the purchase of high quality instruments, instrument repairs, and musical opportunities at the Bloomington Center for Performing Arts and Illinois Wesleyan's musical performances.

IWU is closely engaged with a number of global communities which provide a wide array of mission-driven opportunities for students to interact with people and organizations outside the University. At an individual level, one IWU student recently participated in an internship at [Cultivating Community](#), a nonprofit based in Melbourne, Australia, which provides access to healthy food for people living in public housing. Rebuilding a public housing community garden and the importance of helping people make their habits more environmentally sustainable were cited as significant takeaways. At a collective level, the IWU Tinikling student dance group and the Phi Beta Delta International Honor Society organized relief fundraisers for victims of [Typhoon Yolanda](#) in the Philippines. Coordinated by a faculty member who is a native Filipino and professor of sociology, a long-term relief goal of \$3,400 was established with non-profit GK-USA to build one new home for an affected family. In a similar fashion, IWU students in a Perspectives of Global Health class made a contribution to a world community initiative by raising over \$1,000 for [clean water and sanitation](#) in developing countries. The students utilized social media, a website, and bake sales to raise funds, which were donated to WaterAid, an international nonprofit providing clean water, sanitation facilities and hygiene education. Additionally, under the leadership of a School of Nursing faculty member, a [student team](#) travels to Honduras each June to provide basic medical and dental care free of charge in conjunction with volunteer doctors and dentists.

Finally, the School of Nursing received an [Innovations in Professional Nursing Education Award](#) from the American Association of Colleges of Nursing (AACN) for its unique study abroad program. In response to the increased need for Spanish-speaking and culturally competent nurses in the United States, students in the IWU Spain program take language and general education courses at Barcelona International College, while having the opportunity to observe clinical settings within the Spanish healthcare system.

Sources

- PRES_OIRP_MLK_Teach-In
- PRES_OIRP_Music_Events_Calendar
- PRES_OIRP_Theatre_Performances2014-15
- PRES_OIRP_Action_Research_Center
- PRES_OIRP_Bike_Committee
- PRES_OIRP_Cultivating_Community
- PRES_OIRP_Director_Gov_Comm_Relations
- PRES_OIRP_Ed_Studies_Locations
- PRES_OIRP_Ed_Studies_Program
- PRES_OIRP_Events_and_Performances
- PRES_OIRP_global_brigade
- PRES_OIRP_Hansen_Polling_Place
- PRES_OIRP_ISLWE
- PRES_OIRP_Lunch_and_Learn_Series
- PRES_OIRP_Mega_Recycling_Event
- PRES_OIRP_Merwin_Wakeley_Galleries
- PRES_OIRP_mini_masters
- PRES_OIRP_Mission_Statement
- PRES_OIRP_MLK_Fellowship_Dinner
- PRES_OIRP_MLK_Gospel_Festival
- PRES_OIRP_produce
- PRES_OIRP_Safe_Water
- PRES_OIRP_Shirk_Center
- PRES_OIRP_SoN_Clinical
- PRES_OIRP_SoN_Internships
- PRES_OIRP_SoN_Spain
- PRES_OIRP_tool_library
- PRES_OIRP_track_your_life
- PRES_OIRP_Typhoon_Yolanda
- PRES_OIRP>Weir_Fellowships
- PRES_OIRP_West_Bloomington_Revitalization
- PRES_Vision_Statement

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Illinois Wesleyan University developed its Mission Statement, Vision Statement, and strategic plan, *IWU 2020*, in a transparent campus-wide manner that communicates and elaborates the core values embraced by the University community. As a highly mission-driven institution, the asserted commitments permeate the planning, decision-making, and budgetary processes in direct and indirect manners, and are consistently expressed in electronic and print media, as well as in multiple public forums. These processes and activities reflect the University's obligations to its internal and external constituencies and furthermore demonstrate that its educational roles and responsibilities serve the public good.

Challenges

Despite the University's strong evidence concerning the core components of Criterion One, challenges have been identified that require addressing in the near future. A number of these challenges have been documented in the University's strategic plan, *IWU 2020*. They include the following:

- The implementation of *IWU 2020* has been questioned due to the University's significant enrollment management and budgetary challenges and the resources that may be required to enact a number of the plan's strategies.
- In light of the reduced number of faculty and staff, the proliferation of committees and task forces to perform ongoing or routine University operations has led to a sense of committee fatigue.
- Growth in the number of new and returning international students has created challenges for the International Office in terms of both fiscal and human resources.

Sources

There are no sources.