

**Assurance Argument**  
**Illinois Wesleyan University - IL**

7/29/2016

## 3 - Teaching and Learning: Quality, Resources, and Support

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The institution provides high quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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**3.A.1.** As noted in the [IWU Catalog](#), course numbers differentiate the University's courses and their required levels of performance. One hundred-level courses are introductory studies in general areas of knowledge or work in basic skills. Two hundred-level courses include intensive studies in general areas of knowledge, basic studies in specialized fields of knowledge, or work in intermediate skills. Courses at the 300-level address advanced studies in general areas of knowledge, intensive studies in a specialized fields of knowledge, or work in advanced skills. Finally, 400-level courses concern advanced studies principally for students who are majors in the programs or departments. Levels 200 through 400 generally require previous studies in the areas or academic abilities normally acquired during a number of semesters of college work, respective of the courses.

Developing and maintaining courses and programs that ensure high levels of student performance involve a number of elements. As noted in Criterion 2.C., the faculty are responsible for the review and maintenance of the curriculum. Much of this work is accomplished through the oversight of the [Curriculum Council \(CC\)](#), a faculty elected committee which recommends the approval of new and revised courses and curricula to the general faculty. Other elements include third party accreditation standards that enhance and ensure high levels of student performance in areas such as [chemistry](#), [educational studies](#), [music](#), and [nursing](#). Additional evidence that IWU students' performance is appropriate to their degrees includes pass rates on standardized tests ([e.g., education, nursing](#)), placements in graduate and professional schools ([e.g., allied health, arts & sciences, law](#)), and [high levels of employment](#) following graduation.

Another evaluative process for the academic units is [external reviews](#). Since 2007, over 20 departments and programs have undergone programmatic reviews, which emphasize several questions, including the following:

- How is the department/school's mission related to IWU's mission and vision?
- Is the academic program up-to-date, rigorous, and appropriate for both majors and non-majors?  
Is the department following national trends and best practices?

- How does the department assess progress on goals related to student learning outcomes?
- What are the short- and long-term priorities of the department?

As noted in the Federal Compliance section, IWU offers Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.M.), and the Bachelor of Music Education (B.M.E.) degrees. The requirements for each degree are described in the [IWU Catalog](#), as well as the course unit system and equivalencies to other systems for awarding collegiate credit.

**3.A.2.** All IWU courses have their own student learning goals that are consistent with General Education and/or the respective academic units' learning goals as articulated in their [Strategic Assessment Plans](#) (StrAP). The University's [Assessment Committee](#) (AC) reviews student-learning goals within the academic unit for accessibility, appropriateness, clarity, and usefulness on an annual basis. The Curriculum Council (CC) is charged with assessing [student-learning goals](#) within General Education. The University's student learning goals are publicly available in the [IWU Catalog](#), and in [webpages of most academic units, General Education, and the Student Learning Assessment webpage](#). More details concerning the assessment work of the AC and CC are available in Criterion 4.

**3.A.3.** The quality of the University's programs and learning goals is consistent across all academic units. All courses follow the same assessment processes noted above to assure consistency to General Education and/or individual units' learning goals. IWU is a residential institution with one campus, where the vast majority of courses are taught. However, there are IWU-sponsored study abroad programs. For example, the [IWU Spain Program](#) allows IWU students to study with an IWU faculty member and local faculty while living with host families in Barcelona. Students take one course with the program director, an IWU faculty member, and select their other three classes from those offered by Spanish faculty at the Barcelona Study Abroad Experience, the University's program partner. Some of the courses offered in Spain include two nursing courses. These courses utilize [Poly-com technology](#) to allow IWU nursing majors to take their required nursing courses in Spain. A process is in place to verify the students' identity, which is re-verified during examinations and other evaluations. This technology allows the Barcelona-based students abroad to be actively engaged in the classroom on IWU's campus, while allowing IWU students to live vicariously through their classmates' cultural immersion via synchronous learning.

The University also offers 3-2 cooperative programs in [forestry and environmental management](#), [occupational therapy](#), and [pre-engineering](#). In general, the three programs require students to spend their first three years at IWU, completing each program's respective requirements and courses. After students are admitted to a cooperating institution and have successfully completed one to two years of the program (depending on the program), the students are awarded their IWU degree. There are a variety of degree programs and cooperating institutions in the forestry and environmental management and pre-engineering programs.

## Sources

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- PRES\_OIRP\_accreditation\_catalog
- PRES\_OIRP\_assessment\_committee
- PRES\_OIRP\_catalog\_course\_numbering
- PRES\_OIRP\_curriculum\_council
- PRES\_OIRP\_degree\_requirements
- PRES\_OIRP\_Eckley\_scholars\_artists
- PRES\_OIRP\_external\_review\_schedule

- PRES\_OIRP\_forestry
- PRES\_OIRP\_gen\_ed\_assessment
- PRES\_OIRP\_General\_Education\_Goals
- PRES\_OIRP\_IWU\_Spain
- PRES\_OIRP\_nursing\_barcelona
- PRES\_OIRP\_Pre\_engineering
- PRES\_OIRP\_Pre\_Occupational\_Therapy
- PRES\_OIRP\_standardized\_tests
- PRES\_OIRP\_student\_learning\_goals
- PROV\_ASSMT\_StrAP\_samples
- VPSA\_CAREER\_graduate\_survey

## 3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

## Argument

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### 3.B.1. and 3.B.2.

As noted in Criterion 1.A., the commitments within the [General Education](#) program, adopted in 1996-1997, are consistent with those in our mission documents and provide the foundation for the University's educational programs. The terms "intellectual independence, critical thinking, imagination, social awareness, active learning, problem solving, collaborative inquiry and community involvement" characterize the program's goals. Cumulatively, they represent a strong University commitment to ensure that all of its students acquire the skills and become conversant with the values that promote a life of learning.

The General Education goals, in their current form, are listed below.

- To develop students' capacities for critical thinking, intellectual independence, and imagination by creating opportunities for active learning
- To develop students' knowledge and understanding of the fundamental processes and relationships of nature and culture and their evolution over time
- To enable students to use formal methods of reasoning in problem solving
- To heighten students' understanding of the diversity of cultures in our own society and the world
- To develop students' capacities for expressing and communicating ideas in writing and orally, in English and in another language, and for using writing as a means of discovery and understanding
- To foster in students the ability to make and assess judgments of value in such areas as ethics, aesthetics, and public policy by encouraging them to frame questions of value, to explore alternative value systems, and to become informed, active citizens in public life
- To develop in students kinesthetic awareness, personal fitness, and lifelong habits of healthy

living

- To bring the world to campus and students to the world through varied combinations of co-curricular programming, travel and service to the community

The ethos of General Education is based upon the affirmation that as different areas of inquiry are both distinctive and related to one another, students should have the opportunity to learn how different perspectives provide unique opportunities for viewing the world around us while also appreciating the ways in which these perspectives can be mutually reinforcing and complementary. As a result, the framework of the program is based upon courses that fulfill the learning goals of knowledge categories, and courses that serve as flags, whereby they include content specific to a set of skills or values with which all students should become conversant. Typical students begin their General Education program by completing a Gateway Colloquium, a first-year seminar that allows students to develop their critical thinking skills through focused attention to the writing process.

In addition to Gateway Colloquium, General Education course categories include Analysis of Values, the Arts, Contemporary Social Institutions, Cultural and Historical Change, Formal Reasoning, Intellectual Traditions, Literature, the Natural Sciences (most students must complete a physical science and a life science course, one must contain a laboratory experience, the other will be issues focused), Second Language, and Physical Education. Required flagged courses include those that have a focus upon U.S. diversity or global diversity and those that are writing intensive. Students must complete four flagged courses (two diversity courses corresponding to each area of focus, and two writing intensive courses, at least one of which should be completed before the end of one's sophomore year.) By the time they graduate, students will therefore have completed at least three writing intensive courses: the Gateway Colloquium, and two writing courses, one of which must be in their major field of study.

Unlike some other institutions, the IWU General Education program provides students with flexibility and choices. For example, a student need not complete a course in mathematics to fulfill her formal reasoning requirement if she elects to complete a philosophy course in elementary symbolic logic. Similarly, one can take courses that are situated within the Cultural and Historical Change category that are not housed within the history department. Thus, this program emphasizes the importance of appreciating the binding of ideas that bring the concepts embedded in the various categories together, rather than simple mastery of disciplinary content in a number of differing domains. In addition, students are able to complete their general education requirements throughout their undergraduate years so that their interaction with the program and its goals need not end after a fixed time period, such as their sophomore year.

Based on the findings of the University's 2012 Self-Study Report and the Higher Learning Commission Visiting Team's Assurance Report, the faculty designed and approved a new assessment plan concerning General Education in the fall of 2013, with an emphasis on direct measures of student learning. The plan stipulates that every five years, faculty members teaching within each General Education category/flag develop and implement direct assessment tools to measure the extent to which students are meeting category goals. The faculty members are assisted by Assessment Facilitators, who are elected by the general faculty and are paid a stipend for their services. The Assessment Facilitator collects data from the individual faculty member and drafts a summary report to be shared with those who submitted data, as well as the Assessment Committee (AC) and Curriculum Council (CC) for further analysis and consideration. All faculty teaching in the relevant category/flag also meet with the Assessment Facilitator to review feedback and discuss ideas for the improvement of student learning within the category. The overall process and a cycling schedule concerning the categories and flags are available via the [information flow chart](#) and the [five-year rotation calendar](#). The data elements collected through this process are used to assess students'

progress toward meeting General Education category goals and thus inform teaching. The data may also be used to inform curricular and faculty development initiatives at the University level or within academic units.

**3.B.3.** All of the University's degree programs contain elements concerning the collection, analysis, and communication of information, mastering modes of inquiry or creative work, and developing skills adaptable to changing environments. All four of these targeted learning outcomes are embedded within the goals of General Education noted above. Additionally, a [content analysis](#), performed in 2014, of IWU's 29 academic units revealed that 90% of the degree programs have learning outcomes that are consistent with "collecting and analyzing information," 90% with "communicating information," 83% with "mastering modes of inquiry or creative work," and 40% with "developing skills that facilitate adapting to changing environments." These learning outcomes may be found with the units' individual webpages, Strategic Assessment Plans, and the IWU Catalog. Across the University's divisions, the content analysis regarding targeted learning outcomes revealed the following:

#### **The Schools of Art, Theatre Arts, and Music**

- Collecting and analyzing information: 100%
- Communicating information: 100%
- Mastering modes of inquiry or creative work: 100%
- Developing skills adaptable to changing environments: 67%

#### **The School of Nursing**

- Collecting and analyzing information: 100%
- Communicating information: 100%
- Mastering modes of inquiry or creative work: 100%
- Developing skills adaptable to changing environments: 100%

#### **The Division of Business and Economics**

- Collecting and analyzing information: 67%
- Communicating information: 67%
- Mastering modes of inquiry or creative work: 67%
- Developing skills adaptable to changing environments: 67%

#### **The Division of Humanities**

- Collecting and analyzing information: 100%
- Communicating information: 100%
- Mastering modes of inquiry or creative work: 86%
- Developing skills adaptable to changing environments: 86%

#### **The Division of Natural Sciences**

- Collecting and analyzing information: 100%
- Communicating information: 100%
- Mastering modes of inquiry or creative work: 83%
- Developing skills adaptable to changing environments: 33%

#### **The Division of Social Sciences**

- Collecting and analyzing information: 78%
- Communicating information: 78%
- Mastering modes of inquiry or creative work: 78%
- Developing skills adaptable to changing environments: 67%

**3.B.4.** The recognition of human and cultural diversity of the world in which students live and work is evident in a number of areas within an IWU education, some of which were outlined in 1C. As previously noted in 3B, one of the goals of General Education is “To heighten students’ understanding of the diversity of cultures in our own society and the world.” In part of satisfying this goal, students are required to take one course that is flagged as Encountering Global Diversity and another course flagged as Encountering US Diversity. Both designations are described below.

**Encountering Global Diversity:** Courses given this designation prepare students for responsible citizenship in a global community. Students examine the experience and values of one or more contemporary societies outside the United States. Within the framework of individual courses, students are introduced to global diversity through an examination of at least one other society’s experience and view of itself and the world. This may be accomplished through an explicit comparison between the U.S. and other societies, encounters between other societies, or through an extensive study of one individual society.

**Encountering US Diversity:** Courses given this designation introduce students to the ways in which diversity – as influenced by ethnic, racial, class, gender, religious, and/or sexual characteristics – has shaped and continues to shape identity and experience in the U.S. Within the framework of individual courses, students are encouraged to develop an awareness of social differences and a sensitivity to others. Furthermore, in the process of recognizing, analyzing, understanding, and perhaps even reconciling various ways of viewing and experiencing the world, students are encouraged to acknowledge the intersections of diversity in their own lives.

In addition to General Education requirements, IWU offers students the following majors: American Studies, International Economics, Educational Studies (K-12 foreign language), International Environmental Sustainability, French and Francophone Studies, German Studies, Greek and Roman Studies, Hispanic Studies, International Business, International Studies (Concentrations: African, Asian, Latin American, Russian & East European, Western European, Development Studies, and Diplomatic Studies), and Women’s and Gender Studies. There are also opportunities to minor in Japanese Studies, and there are minors in Spanish specifically designed for Nursing and Business majors. The University offers courses in Italian Studies and Latin Studies as well.

One significant program over the past few years has been the [Liberal Arts Course Clusters at IWU](#), a faculty-driven initiative aimed at promoting interdisciplinary thinking and work, while providing opportunities to engage in experiential learning and community initiatives. Each year, a number of theme-based courses and events (e.g., films, lectures, workshops) are offered to students in support of mission- and vision-driven attributes. Examples of past themes with emphases on environmental sustainability, social justice, diversity, global awareness, and democratic citizenship include the following: What We Eat. Why It Matters; Making Human Rights Real; Unraveling Inequality; Walls & Bridges and Nation(s) Divided.

Another initiative, established over the 2013-2014 academic year, is the [Center for Human Rights and Social Justice](#) (CHRSJ). The CHRSJ supports campus initiatives related to human rights and social justice, which play a prominent role in the mission documents and curriculum of the University. These initiatives include the [Peace Fellows Program](#), the Scholars at Risk Advocacy Seminar, and the

[Human Rights Undergraduate Research Workshop](#). In addition, the CHRSJ sponsors prominent guest speakers and summer internships, and provides information about the graduate programs and prospective Non-Governmental Organization opportunities in the human rights field. An example of the significant impact the Center can have in furthering student engagement and achievement was observed in 2014 when an IWU senior was awarded the [Technos International Prize](#), which recognizes academic excellence and contributions toward broadening international awareness and understanding. Among a number of accomplishments, the student was a John and Erma Stutzman Peace Fellow, a member of multiple honors societies and an active participant in the University's chapter of Scholars at Risk. Other examples of students utilizing the CHRSJ may be found [here](#).

Results from the [2013-2014 HERI Faculty Survey](#) also provide evidence concerning the faculty priorities placed on the infusion of human and cultural diversity within an IWU education. Approximately 84% of the IWU faculty respondents indicated that enhancing students' knowledge of and appreciation for other racial/ethnic groups was an essential or very important educational goal. This was significantly higher than the University's comparison group (private/nonsectarian four-year colleges with very high selectivity) at approximately 68%. In a similar fashion, approximately 87% of the IWU faculty respondents indicated that teaching students tolerance and respect for different beliefs was an essential or very important educational goal. Eighty-two percent of the comparison group felt the same.

Finally, there are a number of co-curricular commitments from the University that recognize diversity. In the fall of 2014, the programming series [3D: Diversity, Dignity and Dialogue](#) was created, which provides a number of opportunities for the campus community to address diversity and invite dialogue in ways that emphasize the importance of dignity for all people. Past speakers for 3D events included: Los Angeles-based lawyer, filmmaker and interfaith leader Valarie Kaur; producer Anthony Arnone; Illinois Wesleyan Professor of History Mike Weis; and transgender speaker and Chicago-based sportswriter Christina Kahrl. Other events included "Dispelling Myths: America – A Nation of Immigrants," a screening of the film *Cesar Chavez* and presentations for the #IWUWontStandFor campaign.

The University also offers a pre-orientation program called [Engaging Diversity](#). This program brings white students to campus early, at the same time as MALANA (Multi Racial, African American, Asian American, Latino/a, and Native American) and international students, in order to have an opportunity to build lasting relationships that value the diversity on our campus and in our community.

Another significant annual event that embraces human and cultural diversity is the [Council for IWU Women Summit](#). The Council consists of over 70 University alumnae who serve as volunteer mentors to students. All female students, faculty and staff are invited to attend the Summit, which facilitates exchanges of information and networking. Summit sessions range from an evening panel discussion on how being a woman affects one in her field, to practice interviews with Council alumnae, to tips on developing mentor relationships. There is also the Career Connections event, where students can informally network with more than 30 Council members working in a variety of careers. The Council for IWU Women was created in 2006 as a result of research conducted by an Alumni Council working group, which included University faculty and staff, concerning female students' diminished self-esteem and declining participation in leadership roles in campus programs.

**3.B.5.** IWU greatly values scholarship, creative work, and the discovery of knowledge and offers faculty and students numerous opportunities to engage in activities that further the constructive exchange of ideas. As mentioned briefly in Criterion 2.E., the faculty at The Ames Library have developed an [information literacy program](#) focused on the appropriate use of scholarship, including

the building of critical thinking skills and the analysis of content within the scholarly environment. They have determined that the information literate student is able to:

- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally

In addition, the library faculty have developed a set of learning outcomes for information literacy for first- and second-year students, created a learning outcomes document in conjunction with the Writing Program, and is engaged in collaboration with a number of teaching faculty across the disciplines in developing approaches to and assignments for achieving the goals of information literacy across campus. All of the attributes associated with the information literacy program are consistent with those within the mission documents.

One of the showcases for formal student scholarly achievement under faculty advisement is the [John Wesley Powell Student Research Conference](#), which began in 1990. In April of each year, students present papers, posters, compositions and works of art at a gathering of faculty, students, parents, and alumni. Conference participation is open to students from all disciplines. As noted below, participation has been significant since the last self-study. [Conference programs](#) from every year are made available in the Digital Commons.

	<b>Students</b>	<b>Posters</b>	<b>Oral Presentations</b>	<b>Art/Music</b>
<b>2012</b>	167	86	51	6
<b>2013</b>	172	99	51	6
<b>2014</b>	143	73	49	6
<b>2015</b>	138	39	69	5

Another example concerning student scholarship is the \$300,000 Andrew W. Mellon Foundation’s *Re-Centering the Humanities* grant. One aspect of the grant funding, the Humanities Scholars program, is open to students in all disciplines for projects grounded in the humanities. Each student receives a \$4,000 award, allowing the student to stay on campus over the summer to conduct research under faculty advisement. Four Mellon scholar students received grants in 2014. Their stories are available via this [news release](#).

A distinctive feature highlighting IWU’s student-faculty collaboration involves the number of on-campus student published journals. Students manage, edit, and publish nine [professional journals](#) sponsored by particular academic units. These include *The Park Place Economist* (Economic Department), the *Undergraduate Economic Review* (Economics Department), *The Delta* (English Department), *Tributaries* (English Department), *Constructing the Past* (History Department), *Res*

*Publica* (Political Science Department), *CrissCross* (Phi Beta Kappa Society), *The Intellectual Standard* (interdisciplinary), and the *Undergraduate Review* (Phi Kappa Phi). Through directly participating in the peer review process, students obtain a direct understanding of the way in which scholarship is produced, including the importance of writing for a professional audience as well as the necessity of revising one’s work to meet acceptable standards of discourse within one’s discipline. This participation also provides the opportunity to discuss copyright and intellectual property issues with students. Many of the student journals are now submitted to the campus Digital Commons in electronic form, which has significantly enhanced their readership through increased access. The journals have accounted for approximately 2.5 million downloads since the inception of Digital Commons in 2008.

Another example where students and faculty work closely together is the [Eckley Summer Scholars and Artists Endowment](#). This endowment supports summer research and creative activity for several students each year, enabling them to stay on campus over the summer to work under the direction of faculty mentors. The program is designed to support the development of a student’s scholarly or artistic project in hopes of deepening research and creative competencies. Faculty members have the opportunity to work with talented students by providing professional mentorship on topics of mutual scholarly or artistic interest.

Faculty engagement in scholarship and/or artistic production and performance is a key expectation for achieving tenure and promotion. A compilation of the [abstracts](#) of approved sabbatical and junior faculty leave topics over the past four years demonstrates the fact that faculty engagement in scholarly activity is widespread and significant. In 2008, The Ames Library and the Office of the Provost began to host the Faculty Scholarship Showcase, which has become an annual event. Its purpose is to publicly recognize faculty scholarship efforts and it has enabled faculty to see what their colleagues are doing while providing an opportunity to keep better track of the scholarly productivity of members of the IWU community. The figures enclosed below were taken from the records of those receptions, which provide numerical indicators of faculty activity. However, since it involves a considerable amount of self-reporting, the table gives a snapshot rather than a comprehensive view of the range of scholarly activity during the time period surveyed. Additional records of faculty research and creative activity can be found at the [Faculty Research and Creative Activity webpage](#).

<b>Faculty Scholarly and Artistic Productivity</b>				
Academic Year	2012-2013	2013-2014	2014-2015	2015-2016
<b>Journal Articles, Book Chapters &amp; Reviews</b>	77	78	71	52
<b>Books</b>	8	6	10	8
<b>Conference Presentations</b>	5	7	9	1
<b>Creative &amp; Artistic Work</b>	15	13	9	5
<b>Editorial Boards</b>	6	2	4	1

In recent years, a number of faculty have received national and international recognition for their efforts. [Evidence](#) concerning excellence in teaching, scholarship, curricular innovation, composition, and national service has been in ample supply over the past few years.

## Sources

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- PRES\_OIRP\_3D\_diversity\_dignity\_dialogue
- PRES\_OIRP\_abstracts
- PRES\_OIRP\_CHRSJ\_examples
- PRES\_OIRP\_CHRSJ\_webpage
- PRES\_OIRP\_Content Analysis\_learning\_outcomes
- PRES\_OIRP\_council\_for\_IWU\_women
- PRES\_OIRP\_course\_clusters
- PRES\_OIRP\_Eckley\_scholars\_artists
- PRES\_OIRP\_engaging\_diversity
- PRES\_OIRP\_faculty\_recognition
- PRES\_OIRP\_faculty\_research\_creative\_activity
- PRES\_OIRP\_gen\_ed\_calendar
- PRES\_OIRP\_gen\_ed\_flowchart
- PRES\_OIRP\_gen\_ed\_program
- PRES\_OIRP\_HERI\_faculty\_survey\_excerpt
- PRES\_OIRP\_human\_rights\_workshop
- PRES\_OIRP\_information\_literacy
- PRES\_OIRP\_JWP\_research\_conference
- PRES\_OIRP\_JWP\_research\_conference\_archives
- PRES\_OIRP\_Mellon\_Scholars
- PRES\_OIRP\_peace\_fellows
- PRES\_OIRP\_student\_published\_journals
- PRES\_OIRP\_Technos\_prize

## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Argument

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**3.C.1.** As observed in the [faculty](#) section of the Fact Book (demographics, rank, FTE, etc.), IWU balances its full-time instructional faculty with a sufficient number of visiting and adjunct instructors to successfully deliver the University's curriculum and maintain a student to faculty ratio of 11 to 1. As mentioned briefly in Criterion 1.A.1., the University has been confronted in recent years with significant enrollment and budgetary challenges. In seeking ways to maintain the quality of the curriculum in the face of these challenges, a faculty approved [Strategic Curricular Planning \(SCP\) process](#), primarily led by the Council for University Programs and Policies (CUPP), was undertaken in the summer of 2014. Working in consultation with Curriculum Council (CC) and the administration, the SCP process has the following core goals: maintain or add congruency with IWU's mission, vision or strategic planning documents; keep IWU current, distinctive or even unique; align with or enhance the current curriculum with corresponding resource allocations; and enhance student learning and educational outcomes. The entire results of this planning process may be observed in the following [report](#). The subsequent four action items were approved by the faculty at the [December 1<sup>st</sup>, 2014 and January 12<sup>th</sup>, 2015 Meetings](#) of the IWU General Faculty.

- Beginning in spring, 2015, chairs and directors of all academic units, in consultation with all tenure-line members of their units, will have on file with the Provost and CUPP an up-to-date report regarding curricular priorities in terms of growth, collaboration and retraction. This report will align these priorities with the academic units' long-term vision. CUPP will compile these individual reports and share them with the faculty.
- Beginning in 2014-15, Academic Affairs shall monitor the number of courses and seats offered in all General Education categories and flags and share that analysis with CUPP, heads of academic units, and the general faculty. This analysis shall have the following information: course name and number; General Education category; number of students enrolled; course cap;

seat availability; percentage of seats filled; type of faculty member: tenure-line, visitor, adjunct; semester taught; major requirement, minor requirement; and upper-level General Education with prerequisite, program cross-listings, frequency of course offering, and number of seats in each Gen Ed category. This form will also include separate tabs for each General Education category. Beginning in 2015-2016, CC shall undertake a comprehensive review of the General Education program that is transparent and includes dialogue among all faculty. CC will bring to the faculty any proposed new General Education program or proposed changes to the current General Education program no later than 2018- 2019. CC shall include but not be limited to the following elements: accordance with the mission of the university and the ideals of a liberal arts education, ongoing General Education assessment, structure, scale/number of requirements, best practices, peer institutions, student engagement and intellectual independence, and the degree to which it is easy to understand and navigate. The review shall consider the resource allocations for the General Education program on the overall campus community and the balance between the delivery of the General Education program and all majors and minors.

- Beginning in 2015-2016, CC shall undertake a comprehensive review of the General Education program that is transparent and includes dialogue among all faculty. CC will bring to the faculty any proposed new General Education program or proposed changes to the current General Education program no later than 2018- 2019. CC shall include but not be limited to the following elements: accordance with the mission of the university and the ideals of a liberal arts education, ongoing General Education assessment, structure, scale/number of requirements, best practices, peer institutions, student engagement and intellectual independence, and the degree to which it is easy to understand and navigate. The review shall consider the resource allocations for the General Education program on the overall campus community and the balance between the delivery of the General Education program and all majors and minors.
- Each year the Provost will invite academic units to submit curricular initiatives for Advancement to pursue. The Provost and the Advancement Office will identify promising initiatives for targeted fundraising, and Administration will update the faculty on progress toward funding these curricular initiatives.

In regards to the responsibilities and expectations of IWU faculty, [Article I](#) in the *Faculty Handbook* states the following:

*The level of academic excellence, which characterizes an institution of higher education, is directly related to the quality of its faculty and the degree to which the faculty takes seriously its role in maintaining the high quality of education in the University.*

IWU faculty participation is vitally important in a number of areas including personnel matters, academic freedom, the curriculum, student recruitment, advising, and achievement, academic and fiscal planning. These areas are listed in detail in Article 1 and Criterion 2.C.4.

IWU faculty are involved in the assessment of student learning, whether within the academic unit or General Education. The assessment of General Education is described in Criterion 3.B.2. Assessment within the academic units is coordinated by the University's [Assessment Committee](#), which consists of four faculty, the Associate Vice President for Institutional Research, Planning and Evaluation (*ex officio*), and one student. The Associate Vice President and student are non-voting members of the Committee. The functions and purview of the Assessment Committee are as follows:

- Establish effective policies and practices for assessment of student learning by all departments, schools, interdisciplinary programs, and university-wide programs (including May term, study

abroad, general education, and internship). All policy recommendations from the Assessment Committee shall be submitted to the Faculty for approval.

- Receive and review annual assessment reports from all departments, schools, and programs;
- Collect, maintain, and make available to appropriate constituencies [a repository of assessment reports](#) from all departments, schools, and programs;
- Provide feedback to each department, school, and program about the effectiveness of its assessment process;
- Evaluate the extent to which each department, school, and program has performed assessment consistent with effective policies and practices, and share this evaluation with the university community; and
- Report to the Council on University Programs and Policies, Faculty Development Committee, Curriculum Council and the Provost the feedback given to departments, schools, and programs on their assessment practices and student learning outcomes to facilitate strategic use of assessment for planning.

Details concerning the work of the Assessment Committee and that of the academic units is available in Criterion 4.B.

Another curriculum-based assessment that took place over the 2013-2014 and 2014-2015 academic years was a review of the University's May Term. The May Term Advisory Committee (MTAC) undertook this [examination](#), which included a historical summary, May Term trends, faculty and student survey data elements, and financial information. Over the spring semester the MTAC provided opportunities to discuss the report with students, faculty, administrators, staff, and the Board of Trustees. Based on the findings of the report and feedback provided by the IWU community, MTAC brought [recommendations](#) to the faculty in early April and the Strategic Planning and Budgeting Committee on April 20, 2015. Implementation of the recommendations began in the summer and will continue throughout this academic year, since the planning for the next May Term session is on-going over an 18-month timeframe.

**3.C.2.** The qualifications for full-time, tenure-track faculty at IWU are as follows (*Faculty Handbook*):

*At minimum, candidates for original full-time appointment in the College of Liberal Arts and the School of Nursing (except in exceptional circumstances) must be candidates for an earned doctorate with substantial progress toward completion of the degree. Candidates who have not completed the requirements for a doctoral degree at the time of appointment shall be hired at the instructor level. Should the requirements for the doctoral degree be completed on or before August 1 of the same calendar year as the candidate is hired, the appointment shall be made at the assistant professor level for that academic year. Those faculty members who complete degree requirements after August 1 of the first year of their appointment will ordinarily be granted assistant professor rank at the beginning of the next academic term.*

*Candidates for original full-time appointment in the professional schools of Art, Theatre Arts, and Music must normally have completed the appropriate professional terminal degree and/or possess artistic or technical performance skills which are judged to be equivalent. Candidates without a terminal degree, or equivalent professional skills, experience, and recognition will ordinarily be appointed at the rank of instructor.*

During the Spring 2016 semester, the department of Accounting and Finance proposed a change to the terminal degree requirements for faculty appointment in their department. These [revisions](#) were approved on February 1, 2016, and included the recognition of the master's as the terminal degree for

these appointments. These changes will enhance the recruitment of Accounting and Finance faculty within the University's salary structure. Language in the Faculty Handbook will reflect this change in its next revision.

The evaluation process for hiring prospective tenure-line faculty members includes input from the Provost and Dean of the Faculty, the members of the search committee, the chair of the department, faculty within the department, and a faculty member external to the department. Other members of the University community including department chairs, school directors, students, and program officers have occasion to meet prospective candidates during campus interviews, and written evaluations are solicited from all of those on the candidate's itinerary. When the department has reached a decision on their preferred candidate, a recommendation is sent to the Provost and Dean of the Faculty who has the final approval.

Although the hiring department in consultation with the Provost's Office determines a candidate's specific itinerary for the onsite interview, job candidates are generally expected to deliver a formal presentation, speaking about their scholarship and/or their teaching. A number of departments require their candidates both to deliver a formal talk and to teach a regularly scheduled class. On-site interviews are thus rigorous and last for at least a full day to a day and a half. A significant component of one's job application is expected to include documentation of a candidate's teaching effectiveness, including course evaluations from a previous or current institution. However, this may not be the case for some assistant professors depending on the amount of teaching experience.

Non-tenure-track appointments include coaching, visiting, extended temporary, courtesy, and adjunct positions. These positions may differ in duration and are described in detail in the [faculty appointment](#) section of the *Faculty Handbook*. The expectations for faculty qualifications are similar to those for tenure-track appointments. In limited circumstances in professional and pre-professional programs, we appoint bachelor's trained instructors based on their professional experience outside the classroom. In these instances, the Associate Provost and department chair/school director evaluate their professional experience in the context of their instructional role. A letter confirming credentials review is placed in their personnel file.

Records concerning [active IWU faculty](#) are updated on an annual basis and are kept in the Office of the Provost and Dean of the Faculty.

**3.C.3.** A new instructor is formally and repeatedly apprised of the University's expectation for developing the criteria for earning tenure. As noted in *Faculty Handbook* language ([Article I and Tenure and Promotion Guidelines](#)), faculty members are evaluated on the basis of competence and experience in classroom teaching and responsibilities associated with classroom teaching, completion of professional training, scholarly/artistic ability and achievement, and constructive contribution to the University.

New faculty members (tenure line and visitors) also participate in a comprehensive yearlong orientation program to help them understand expectations for tenure and promotion. During the series of orientation events, strategies for enhancing competence and effectiveness in their teaching, service, and scholarship are shared. During the first half-day orientation session, scheduled during the week prior to classes starting, new faculty are introduced to colleagues who are experienced teachers and who offer advice about University expectations for student achievement, expectations in the classroom are discussed (syllabi, General Education Program), and the Director of Counseling Services and the Dean of Admissions offer an overview of the general profile of the University student body. Meetings are scheduled throughout the year (3 in the fall and 3 in the spring) to cover related topics in a more in-depth manner. Past topics have included: Title IX, promotion and tenure

requirements, advising, faculty development opportunities, and shared governance.

New tenure-line faculty also are assigned an experienced mentor who resides outside of their department, who offers advice and support on a confidential basis during the academic year. Mentors are selected from a list of previous teaching award winners and are among the most respected faculty on the campus. The group is encouraged to meet together on a more informal basis during their second year, where initial discussions involving curriculum, pedagogy, and student needs are extended.

All probationary appointments made for a period of one year and are formulated in writing setting forth conditions of the appointment. New faculty members submit self-evaluations with appropriate files to the Promotion and Tenure Committee (PAT). The Provost's Office is responsible for notifying each faculty member the terms and conditions of renewal.

There is also a Major Pre-Tenure Review process, which is designed to give probationary faculty direct written feedback from the PAT Committee about their progress toward tenure. This review is distinguished from other probationary evaluations, in that the faculty member produces a full case file, which emphasizes accomplishments to date in the context of goals and strategies for continuing development toward tenure.

Another approach to increase teaching effectiveness is the policy requiring standard student [evaluations](#) of each faculty member's courses. The completed evaluation forms are held in the Office of the Registrar until grades for the course have been finalized. This provides students with assurance that their grades will not be affected by their responses. Annually, after reviewing the evaluations, each faculty member should prepare a summary and file the completed forms with his or her supervisor. The forms must be kept on file in the Department or School office for a period of three years and must be made available upon request of the PAT Committee.

Evaluations for non-tenure track faculty take place on an annual basis via peer teaching observations and student course evaluations. School Directors and Department Chairs are responsible for providing evaluations to the Provost concerning the teaching effectiveness of the faculty member, including a recommendation concerning the faculty member's continuation at the University.

Tenured faculty members are evaluated for advancement in rank. With regard to full-time tenure-line instructional faculty, continued progress commensurate with years of service at the University is expected in teaching, scholarly/artistic achievement, and service. In addition, strengths and contributions specific to a faculty member's disposition are also taken into account.

Faculty members who have earned the terminal degree are awarded the rank of Assistant Professor. In order to achieve the Associate Professor rank, a faculty member must meet the standards of effective teaching, scholarly/artistic achievement, and University service set out for tenure and promotion. Excellence in teaching and significant contributions to the institution and the profession are expected, as is self-directed development. It should be noted that faculty members might achieve tenure without being promoted to the Associate Professor rank. Finally, promotion to Professor requires a level of professional distinction as recognized by colleagues within the University and in the broader professional community. As teachers, they must demonstrate the ability to work with students at all levels, challenging individuals of different ability and motivation to develop their intellectual and/or artistic strengths. Proven leadership within the institution and serving as a role model for other faculty and for students are expected at this level.

Library faculty and athletic coaches have somewhat similar criteria to that of instructional faculty

with attributes more properly aligned with their respective profession. Detailed descriptions of these [criteria](#) are also available in the *Faculty Handbook*.

**3.C.4.** Evidence regarding processes and resources in support of faculty development are abundant. As noted in the [Faculty Development Handbook](#), the University offers Standard Professional Travel and Expense Opportunities for full-time faculty. Specific allocations include \$600 for development activities requiring travel, \$650 for formal participation at a domestic conference, performance or exhibition, or attendance at a conference where she/he has a leadership role, and \$1,050 for above-stated participation at an international conference, performance or exhibition. These allocations are supplemented by a recommended \$200 per tenure faculty member allocation to each department. Visiting faculty are eligible for \$400 to attend a professional meeting, with a \$200 supplement for those who formally participate.

	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Total Travel Expenditures</b>	\$163,148	\$153,220	\$147,543

IWU has maintained a number of internal grant programs that seek to assist faculty in their efforts to improve teaching and further scholarly activity. [Artistic and Scholarly Development \(ASD\)](#) grants are designed to support “professionally significant artistic and scholarly activity.” Grant awards total \$3,500 for an individual and \$5,500 for a joint proposal from two or more faculty members. In addition to offering assistance for travel related to one’s project, the hiring of student workers, or the purchase of needed materials, individuals can receive stipends of up to \$2,000 for their work.

	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Total ASD Grants</b>	\$74,036	\$62,123	\$87,481
<b>Number of Faculty</b>	24	20	26

Faculty can also apply for [Curriculum Development \(CD\)](#) grants and [Instructional Development \(ID\)](#) grants. A stipend or budgetary allocation of \$2,000 is available to individual faculty who wish to significantly revise an existing course or create a new one; monies are allocated according to the number of faculty involved and number of courses revised or created when joint proposals are submitted by two or three faculty. In addition, individual faculty can apply for a \$500 Instructional Development grant program whereby the enhancement of one’s pedagogy is promoted.

	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Total CD Grants</b>	\$26,000	\$12,000	\$26,999
<b>Number of Faculty</b>	13	6	12
<b>Total ID Grants</b>	\$900	\$500	\$1800
<b>Number of Faculty</b>	2	1	4

Further evidence concerning faculty development can be found in the University's leave programs. The junior leave program is designed to provide a concentrated opportunity for professional development for faculty in the period prior to tenure consideration. Tenure-line junior faculty at the rank of assistant professor in their second, third, or fourth years, are eligible to apply for a [junior faculty](#) leave, where they receive a semester leave at full pay and benefits. The Faculty Development Committee (FDC) reviews the applications and the Provost and Board of Trustees approves the leaves. As only four junior faculty leaves are given each year, the program is competitive.

Faculty members who complete six academic years of full-time service are eligible to apply for a regular [sabbatical leave](#) and each seventh year thereafter. Under the terms of this program, faculty receive a semester leave at full pay with benefits or a complete academic year long leave at half-pay. These periodic leaves allow faculty members to engage in professional activities that would not otherwise be available, including such activities as advanced study, research, writing, painting and composing, but not excluding other intellectual activity. The FDC works with faculty who apply to the program to ensure that their projects will contribute to their professional growth and development.

There are other professional development programs that are specific to senior faculty. One program of interest is the [Senior Faculty Research Program](#). Senior faculty members propose a focused project that can be completed through the receipt of a single course release. In addition, \$600 is allotted for project expenses and/or a stipend. Three senior faculty research program projects were approved for 2012-2013 and three were approved for 2013-2014. Another example is the [Post-Tenure Faculty Review Program](#). It is a mandatory, non-evaluative program created to assist faculty who have received tenure with their continued development as teachers, scholars, artists, or performers. Completion of the review results in each faculty receiving monetary or in-kind support of \$5000, through receipt of a course release, monetary stipend, and/or equipment purchases. Due to budgetary constraints in FY 2011, the program's \$35,000 budget was permanently cut by \$15,000. As a result, no more than two to three faculty can participate in the program each year (three participated in 2012-2013 and two participated each year between 2013-2014 and 2015-2016).

Further development opportunities include the numerous workshops held for faculty regardless of rank or time served at the institution. One example is the regularly held workshop for new Gateway instructors where course expectations, syllabi construction, and best practices involving writing and critical thinking assessments are discussed. The [Gateway Colloquium](#) seminar emphasizes the teaching of critical thinking through writing and is the first of three required writing intensive courses offered during a student's time at the University. The Writing Center Director guides the workshop.

With the acquisition of the [Mellon Foundation Writing in the Disciplines Grant](#) in March of 2012, the Writing Program held a series of workshops concerning the teaching of writing from 2014 through 2016. The two primary goals of the grant are to support the teaching of writing across the curriculum and to develop strategies to improve students' information literacy or research skills. Examples of workshops include the following:

- Pedagogy symposium: Joe Bizup on teaching students to integrate sources (January 2014)
- Workshop with faculty demonstration on applying Bizup's theory in their lessons (February 2014)
- Faculty presentation on partnering for information literacy skills in writing courses at conference (March 2014 at Augustana College)
- Workshop on effective grading practices across disciplines (March 2014)
- Oral Presentation Skills Workshop (May 2014)
- Workshop on teaching writing with attention to international students (September 2014)

- Workshop on assessment of writing and information literacy in Gateway (October 2014)
- Pedagogy Symposium on teaching international students (January 2015)
- Professor Sandra Jamieson lecture (expert in writing in the disciplines and in assessing information literacy) (January 2015)

A number of workshops are also sponsored by The Andrew W. Mellon Center for Curricular and Faculty Development, which is designed to enhance academic excellence throughout the IWU campus. Its resources offer support to the campus faculty as they pursue their work as teachers, scholars and curricular innovators. [Workshop](#) examples include Gateway norming sessions, new faculty gatherings, May Term planning and risk management, luncheons for the IWU Chapter of the American Association for University Professors, and the Women's Caucus formation meeting. In partnership with the Council for Excellence in Teaching and Learning (CETAL), the Mellon Center regularly offers [faculty workshops](#) concerning electronic portfolios, teaching and reading poetry, working with science students, and teaching circles.

[The Thorpe Center](#), a collaborative endeavor between Information Technology Services, the Mellon Center, and The Ames Library, houses the University's IT trainers, technologists, and media specialists in one location. They offer instructional technology staff support for the use of technologies inside and outside of the classroom, assistive technologies, and digital video editing, to expedite the integration of audio and video into presentations and projects. In addition to the workshops such as ones described above, throughout the year, workshops are offered whereby faculty and staff share their technological expertise and discuss relevant applications for their work.

In November of 2014, the University hosted the [Midwest Association for Language Learning and Technology conference](#). Sponsored by the University's Language Resource Center, the theme of the program "Traditional, Hybrid, and Online Teaching in Modern and Classical Languages: Exploring Differences, Creating Communities," featured workshops and presentations exploring innovative ideas, including flipping the classroom, the incorporation of online resources and blended language learning.

**3.C.5.** As noted in the *Faculty Handbook*, [faculty office hours](#) are considered to be an important element in providing exceptional formal (e.g., teaching, lab) and informal (e.g., advising, personal contact) student-faculty interaction. All faculty members are expected to post and maintain a schedule of office hours that consist of at least five hours per week. These schedules are filed with the Provost, announced to each class, and are also made available in course syllabi and on the University website. In addition to regularly scheduled office hours, most faculty are available when not in the classroom, laboratory, or studio (e.g., email, course groups, Luminis or Moodle).

Data elements from the 2014 [HERI College Senior Survey](#) provide further evidence concerning the accessibility of instructors. Ninety-three percent of the IWU senior respondents were very satisfied or satisfied with their amount of contact with faculty. These results were consistent with the University's comparison group (private/nonsectarian four-year colleges) at approximately 92%. In addition, 95% of the University's senior respondents strongly agreed or agreed that IWU faculty encouraged students to meet with them outside of class. Ninety percent of the comparison group reported the same.

**3.C.6.** Staff members providing student support services in tutoring, financial aid, advising, counseling, career services, health services and co-curricular duties are guided by the professional standards outlined within a number of regional and national student-centered organizations including, but not limited to:

- National Association of Student Personnel Administrators (NASPA)
- National Association of Student Financial Aid Administrators (NASFAA)
- Illinois Association of Student Financial Aid Administrators (ILASFAA)
- National Academic Advising Association (NACADA)
- Association on Higher Education and Disability (AHEAD)
- American College Personnel Association (ACPA)
- National Association of Social Workers (NASW)
- American Counseling Association (ACA)
- American Psychological Association (APA)
- American Academy of Nurse Practitioners (AANP)
- American Association of Diabetic Educators (AADE)
- American College Health Association (ACHA)

Professional [staff positions](#) require the appropriate degree and professional experience that meet the demands of the position. These qualifications, including professional licensures and similar credentials, are made explicit in job postings and position descriptions. Professional development opportunities, when resources are available, include attendance at professional conferences, campus workshops, and webinars/online training. [Performance reviews](#) of professional staff are conducted on a regular basis. An example of evidence concerning the broad array of professional development opportunities undertaken by staff may be examined in the 2014-2015 listing of conferences and webinars for the [Student Affairs Division](#).

## Sources

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- PRES\_OIRP\_2015-2016\_active\_faculty
- PRES\_OIRP\_A&F\_terminal\_degree
- PRES\_OIRP\_ASD\_grants
- PRES\_OIRP\_assessment\_committee
- PRES\_OIRP\_assessment\_matrix
- PRES\_OIRP\_CD\_grants
- PRES\_OIRP\_CETAL\_reports
- PRES\_OIRP\_exempt\_staff\_reviews
- PRES\_OIRP\_faculty\_appointment
- PRES\_OIRP\_faculty\_office\_hours
- PRES\_OIRP\_faculty\_responsibility
- PRES\_OIRP\_faculty\_travel
- PRES\_OIRP\_ft\_instructional\_faculty
- PRES\_OIRP\_gateway
- PRES\_OIRP\_ID\_grants
- PRES\_OIRP\_instructor\_accessibility
- PRES\_OIRP\_JFL\_program
- PRES\_OIRP\_may\_term\_recommendations
- PRES\_OIRP\_may\_term\_report
- PRES\_OIRP\_Mellon\_center\_workshops
- PRES\_OIRP\_Mellon\_writing\_grant
- PRES\_OIRP\_MWALLT\_conference
- PRES\_OIRP\_promotion\_and\_tenure
- PRES\_OIRP\_PTR\_program
- PRES\_OIRP\_sabbatical\_program

- PRES\_OIRP\_SCP\_adoption
- PRES\_OIRP\_SCP\_full\_report
- PRES\_OIRP\_senior\_research
- PRES\_OIRP\_staff\_positions
- PRES\_OIRP\_strategic\_curricular\_planning
- PRES\_OIRP\_student\_affairs\_professional\_development
- PRES\_OIRP\_student\_evaluations
- PRES\_OIRP\_Thorpe\_center

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Argument

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**3.D.1.** The student services provided by IWU include a wide variety of assistance that supports the University's student population and facilitates their learning. Examples include:

- [Academic Advising Center](#): Promotes quality and effective academic advising by serving as a readily accessible resource on all aspects of academic advising for the IWU community.
- [Hart Career Center](#): Offers services for students and alumni that include Career Counseling and advising for: Internships, Graduate School, and Job Searches.
- [Office of Orientation Services](#): Coordinates several signature programs for first year and transfer students and their parents and guardians. Four primary programs are offered: Turning Titan: New Student Orientation, Transfer Student Schedule, Spring Orientation, and Experience IWU: Parent Orientation.
- [Arnold Health Service](#): Provides quality, accessible, comprehensive and cost effective health care that enables students to achieve their academic and intellectual potential.
- [Counseling & Consultation Services](#): Promotes student personal growth and well being through a variety of mental health services including counseling, outreach, consultation and coping strategies, including time and stress management skills.
- [Disability Services](#): Secures and maintains documentation of disabilities, determines reasonable accommodations, and works with the student, faculty, and staff to develop plans for providing such accommodations. In collaboration with the library, Disability Services also provides whatever text, audio or video content a student needs to be able to access curricular materials.
- [International Office](#): Assists international students in their cultural and educational transition to the University and country and manages the Study Abroad programs.
- [Office of Diversity & Inclusion](#): Creates transformative learning experiences for all students by fostering a welcoming, inclusive, and supportive environment that promotes an understanding of and appreciation for social justice, diversity, and cross-cultural engagement.
- Leadership Programs: Two leadership programs offering students the opportunity to learn and develop leadership skills and identify their leadership style and strengths: [First-Year Leadership Institute](#) and the [Titan Leadership Program](#).
- [Office of University Chaplain](#) at Evelyn Chapel: Offers spiritual growth opportunities to

students, faculty, and staff; promotes awareness and appreciation of religious diversity; assists in the exploration of ethical questions, issues and values; and provides spiritual care to members of the campus community.

It should also be noted that there are a number of initiatives listed in the [IWU 2020](#) strategic plan that are directed towards a greater enhancement of student support services. Examples include identity-based leadership programs, inter-faith leadership initiatives, financial literacy, enhanced campus employment opportunities, and summer intellectual community programs.

Results from the 2014 [HERI College Senior Survey](#) regarding the students' satisfaction levels with a number of student service-related areas provide evidence concerning their perceived quality. Seventy-four percent of the University's senior respondents were very satisfied or satisfied with career-related resources and support, while approximately 60% of IWU's comparison group (private/nonsectarian four-year colleges) reported the same. Student health services and student psychological services received 35% and 48% very satisfied or satisfied ratings, respectively, while the comparison group ratings for these two services were 46% and 48%. These results concerning the student health services (33% very dissatisfied or dissatisfied), as well as those received from the 2014 First-Year Student Satisfaction Survey (20% very dissatisfied or dissatisfied), prompted a review of services over the 2014-2015 academic year. A [number of recommendations](#) from the Review have been implemented and a timeline for future implementation has been developed. [Internal surveys](#) of students who have used Counseling and Consultation Services indicate a much higher satisfaction rate than the HERI CSS indicates (satisfied or extremely satisfied = 94% in 2014-2015; 95% for 2013-2014; and 85% for 2012-2013).

**3.D.2.** Entering students receive direction to courses and programs from the time they are admitted until they graduate. As noted in the [IWU Catalog](#), entering students with sufficiently high scores on Advanced Placement and International Baccalaureate Programs may receive both credit and placement concerning selected IWU courses. In some areas, the University administers its own examinations to determine placement and/or proficiency, which permit exemption from certain courses. Requirements concerning entering students majoring in the fine arts (art, theatre arts, music) include auditions, portfolios, and interviews, depending on the degree sought.

An IWU student's career begins with the week-long New Student Orientation: [Turning Titan](#) program. This program is designed to introduce new students to the academic, residential and social aspects of college life. Orientation activities, combined with entertainment, also include first year advisory meetings, campus tours, informational sessions with department chairs, residence hall mural paintings and Karaoke night.

One form of introductory instruction is the University's [Gateway Colloquia](#) which are small, discussion-oriented classes designed to develop students' proficiency in writing academic and public discourse. All students must complete a Gateway Colloquia by the end of the freshman year. These seminars seek to do the following:

- Introduce students to the process of intellectual inquiry and develop students' critical thinking skills;
- Develop students' ability to evaluate competing ideas and experiences;
- Develop students' skills in the conventions and structures of presenting knowledge in written academic and public discourse, and on strategies for effective revision; and
- Engage students in learning activities that prepare them for academic life in the University

The University's [Academic Advising Center](#) has been previously mentioned, but it is important to

note its numerous learning support services including the following:

- Drop-in and academic advising by appointment;
- Facilitating major exploration for undecided or questioning students;
- Drafting semester-by-semester plans;
- Assisting students experiencing academic difficulty;
- Coordinating academic accommodations (Disability Services);
- Serving as a readily accessible resource on all aspects of academic advising; and
- Referring students to campus resources.

In partnership with the Hart Career Center, the Academic Advising Center also hosts the annual [Majors and Minors Fair](#). The Fair provides students with opportunities to learn more about available majors and minors within an academic discipline and to converse with associated faculty and upper class students. Additionally, academic units have an opportunity to showcase and promote their disciplines to students.

Another resource that provides learning support and preparatory instruction is the [Writing Center](#). With a philosophy of helping student writers to help themselves, The Writing Center's peer tutors act as sympathetic readers, by asking questions, by helping students evaluate their ideas, argument, content, and style, by teaching writers invention, argumentation, drafting, and copyediting strategies they can use on their own. The tutors help students with all of the stages of the writing process, from those first rough ideas through prewriting, collecting supporting material, drafting, and final editing and proofreading. Detailed evidence concerning the evolving role of the Center, its programming and professional development activities may be observed through [the Mellon Grant annual reports](#).

In 2013, the University established an [English as a Second Language \(ESL\) Service](#), which seeks to support the University's international students and their academic and professional needs by providing ESL instruction and help with academic writing, reading, and speaking. The primary goal is to enhance the learning experience of international students and support the University's community.

**3.D.3.** The University's [First-Year Academic Advising Program](#) takes into consideration the changing academic needs of students during their undergraduate experience. A key component of this program involves assigning a faculty member as the First-Year Advisor to each student. First-Year Advisors strive to promote the academic success of first-year students, facilitate their transition from high school to college, and assist with their integration into the broader University community. Advisors counsel both broadly and developmentally while encouraging students to develop a cohesive academic plan with an eventual transition to a major advisor; help students to learn how to think strategically about their own academic progress; assist in the selection and registration of appropriate courses; and foster a respectful, supportive and trusting advisor-advisee relationship. The First-Year Advising Program is linked to the Gateway Colloquium program. Students in each Gateway course always have the same First-Year Advisor.

At the beginning of the sophomore year, students are assigned an advisor who is a professor in the department of the chosen major. This advisor continues to work with the student, guiding and monitoring academic progress until graduation. Students who are undecided about their major are assigned to the Director of Academic Advising in the Academic Advising Center to assist with the process of selecting a major. Students at any point in their educational career who are undecided about their major or who are contemplating a change in major are also encouraged to see the Director of Academic Advising. Academic advising appointments consist of variety of topics including the following:

- The benefits of a liberal arts education at IWU;
- How to be an active member of the IWU campus community;
- Curricular planning;
- Handling the rigors of course work;
- Navigating campus resources; and
- Registration and scheduling courses.

Approximately 63% of the IWU seniors were very satisfied or satisfied with academic advising, which was a bit lower than the 70% satisfaction levels reported by the University's peers. (2014 CSS). Prior to the administration of the CSS, Student Senate passed a [resolution](#) calling for a task force to be formed to strengthen and improve academic advising. As a result, the Advising and Summer Reading Committee worked on a [plan](#) to decouple First-Year Advising from the Gateway Colloquium. After a series of [presentations, open forums and discussion at faculty meetings](#), the faculty formally adopted the [new advising system](#).

**3.D.4.** The University expends significant resources to provide the technology that is required to support curricular and pedagogical needs. The Ames Library provides computers throughout all five levels, as well as a large classroom. The University also has the [Language Resource Center](#), which provides students with facilities for technology-assisted activities in the world languages as well as traditional language laboratory work. As has been noted, digital editing and imaging equipment are available in the library's Thorpe Center. Both Macs and PCs are available to students and faculty and are supported through the Information Technology Services [service and repair program](#). Additionally, IWU subscribes to the Central Illinois Regional Broadband Network (CIRBN), which offers high-speed Internet connectivity to Central Illinois. CIRBN was designed to serve rural communities as well as K-12 school districts, healthcare, public safety, government, not-for-profit, and commercial institutions. CIRBN provides state-of-the-art high-speed fiber connectivity to the Internet improving quality, reliability, usability, and access at extremely competitive pricing to its members. The University reduced monthly Internet access costs by 30% and increased bandwidth from 155Mbps to 1Gbps upon joining CIRBN.

Information technology continues to play a key role in facilitating the close student-faculty relationships and engaged learning experiences. All students as well as all faculty and staff have email accounts, and a great deal of student-faculty interaction is now conducted through email. In addition, all course registration is conducted online, after students receive a requisite pin number, distributed by their advisors after their mandatory advising session. They can register anywhere on or off campus at designated times during the registration period. Finally, all indoor areas of the campus have computer network access (wireless), as does the Eckley Quad and the quad surrounded by Dolan, Magill, Dodds, and Harriet Rust House.

The best example of technology in the classroom at IWU is [State Farm Hall](#) (SFH). Opened in the fall of 2013, SFH has 47,800 square feet of space on four levels featuring the latest trends in learning technology. The environment provided within SFH has allowed both students and faculty to experiment with innovative multimedia, which has fostered students' development with new tools and techniques that are consistent with and greatly complement an IWU education. Examples of the benefits of SFH include the use of multimedia presentations (e.g., news reports, videos and audio), the utilization of interactive whiteboards (i.e., Eno boards), which allows faculty members to draw out examples that they can later post as screen shots on the course's online page, and the use of portable Huddleboards, which allow students to project images (e.g., charts and graphs) from their laptops. Additionally, the facility also provides flexible teaching and space arrangements. SFH's 19 classrooms, seminar room and auditorium-style case study room provide multiple options that allow faculty to match class layouts to their specific courses and styles of student-faculty interactions.

The Ames Library plays a significant role in supporting effective teaching and learning. The library provides approximately 138 on-line databases, over 400 print journals, over 300,000 print volumes and access to over 90,000 online journals. In addition, the Tate Archives and Special Collections Department is dedicated to offering unique curricular experiences with primary sources in all formats: artifacts, digital objects, manuscripts and print. The University archivist is also responsible for collecting, maintaining and providing access to historical records of the University's academic, corporate and cultural life. The Digital Commons, the institutional repository managed by the library, hosts nine peer-reviewed student journals and almost 11,000 scholarly and creative works from students and faculty. Library faculty members work closely with instructional faculty in academic units to provide classroom and individual research consultation. The library provides standard and emerging technologies, including the opportunity to work with Google Glass. The building provides many spaces for collaborative work, development of audio-video presentations, and a variety of software to support surveys, graphic design, and scholarly work. The library is a member of the Consortium of Academic and Research Libraries in Illinois, a network of over 80 Illinois college and university libraries whose on-line catalog provides access to the 38 million volumes held by these academic libraries as well as 750 public and special libraries in the state. The Ames Library opened on January 9, 2002 and is named in honor of B. Charles Ames '50 and Joyce Eichhorn Ames '49.

Among the disciplines, the sciences require significant resources to pursue research activities with students, a mission-driven commitment. This necessitates access to laboratory space and first-rate equipment. A list of the [equipment](#) available to science majors in physics, chemistry, and biology appears on the Physics department website and is noteworthy for its inclusion of equipment including a sixteen inch telescope that is situated in the Mark Evans Observatory, as well as more traditional apparatuses including electromagnets, cryogenics and a vacuum, various spectrometers, lasers, an electron and other microscopes, a refrigerated centrifuge, a spectrophotometer, gas chromatographs, and an electron capture detector. Department of Psychology facilities include observation, control and psychophysiology rooms, and behavioral, cognitive, developmental, and experimental labs. Theatre Arts students perform in either the McPherson Theatre or the E. Melba Kirkpatrick Laboratory Theatre, while students in the School of Music often perform in the Westbrook Auditorium of Presser Hall. Shaw Hall, converted into a mixed-use facility in 2013, also provides a number of rehearsal and workshop spaces for music and theatre.

Additional evidence concerning infrastructure and resources in support of effective teaching and learning may be found in a number of areas assessed through the [2014 HERI College Senior Survey](#). Approximately 76% of the IWU senior respondents were very satisfied or satisfied with laboratory facilities and equipment, while 94% felt the same about the University's library facilities. The University's comparison group's respondents reported satisfaction ratings of 67% and 79%, respectively. Sixty-three percent of IWU's seniors, as well as the University's peers, were very satisfied or satisfied with computing assistance.

University infrastructure and resources necessary to support effective teaching and learning are also evident beyond the classroom. Over the past few years, an increasing number of students participate in internships and community-based programs. As previously mentioned in Criterion 1.D.1., students have the opportunity to pursue civic engagement experiences coordinated through the [Action Research Center](#), which culminates in a community-based internship. Critical inquiry is directly embedded in the experiences students pursue. Students learn how to run meetings in an inclusive manner, how to listen to their community colleagues, and how to tailor their idealistic expectations for immediate results that demonstrate the success of their efforts. These skills are introduced during the Action Research seminar and are reinforced throughout the three-semester sequence. The model, although quite labor intensive, represents a concerted effort to combine experiential learning with

critical inquiry, induced in a supportive group setting. A number of ARC experiences are available via the [ARC Blog](#).

The Hart Career Center is especially effective in placing students in [internships](#) relevant to their interests and aspirations. As stated by the Center, “Internships offer opportunities to make your education “real” by providing practical work experience in your major field of study or career interest area.” More specifically, internships allow students to:

- Explore possibilities of future careers
- Gain valuable skills and career-related experience
- Apply classroom knowledge to real-world situations
- Establish professional contacts and begin networking
- Possibly earn money, academic credit or a future job offer

<b>Internships</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>
Total Reported	462	481	517	511
Academic (for credit)	146	148	148	150

Detailed information concerning the class distribution, participation by semester, and internship compensation is available via the [Internship Trend Data Report and the annual Internship Summary Reports](#).

**3.D.5.** As previously noted in Criterion 2.E., the University has a number of committees and policies in place that provide guidance concerning the safety and privacy of participants in research, animal care, information literacy, plagiarism, copyright law, and academic integrity.

## Sources

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- PRES\_OIRP\_academic\_advising
- PRES\_OIRP\_action\_research\_center
- PRES\_OIRP\_action\_research\_center\_blog
- PRES\_OIRP\_AHS\_review
- PRES\_OIRP\_AP\_and\_IB
- PRES\_OIRP\_CCS\_surveys
- PRES\_OIRP\_computer\_repair
- PRES\_OIRP\_counseling\_services
- PRES\_OIRP\_disability\_services
- PRES\_OIRP\_diversity\_and\_inclusion
- PRES\_OIRP\_equipment
- PRES\_OIRP\_ESL\_service
- PRES\_OIRP\_first\_year\_leadership
- PRES\_OIRP\_fya\_discussion
- PRES\_OIRP\_FYA\_program
- PRES\_OIRP\_fya\_proposal
- PRES\_OIRP\_fya\_system
- PRES\_OIRP\_gateway

- PRES\_OIRP\_Hart\_career\_center
- PRES\_OIRP\_health\_services
- PRES\_OIRP\_HERI\_resources
- PRES\_OIRP\_HERI\_student\_support
- PRES\_OIRP\_international\_office
- PRES\_OIRP\_internship\_data
- PRES\_OIRP\_internships
- PRES\_OIRP\_language\_resource\_center
- PRES\_OIRP\_majors\_and\_minors\_fair
- PRES\_OIRP\_Mellon\_infolit\_WID\_reports
- PRES\_OIRP\_orientation\_services
- PRES\_OIRP\_state\_farm\_hall
- PRES\_OIRP\_student\_senate\_resolution
- PRES\_OIRP\_student\_support\_services
- PRES\_OIRP\_titan\_leadership
- PRES\_OIRP\_turning\_titan
- PRES\_OIRP\_university\_chaplain
- PRES\_OIRP\_writing\_center

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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**3.E.1.** There are a number of co-curricular programs, some of them previously mentioned, consistent with the University's mission documents and make significant contributions to the IWU educational experience. Examples include the following:

- [Action Research Center](#)
- [Alternative Spring Break](#)
- [Fraternity & Sorority Life](#)
- [Hart Career Center: Internships](#)
- [Leadership Programs](#)
- [Office of Diversity & Inclusion Programs and Services](#)
- [Office of University Chaplain at Evelyn Chapel Programs and Services](#)
- [Registered Student Organizations \(185\)](#)
- [Residence Education \(employment, Residence Hall Association\)](#)
- [Summer Reading Program](#)
- [Student Senate](#)
- [Academic Skills Series](#)

**3.E.2.** The University's educational experience is closely tied to its mission documents and this is clearly evident inside and outside of the classroom. The intellectual and personal development of IWU students strongly emphasizes creativity, critical thinking, effective communication, and intellectual curiosity. Students are prepared for democratic citizenship and life in a global society with character consistent with the University's core values.

- General Education outcomes (i.e., attributes noted above, cultural diversity, judgments of value, formal reasoning, health awareness) (See Criterion 3.B.1.)
- [High levels of student participation in civic engagement and volunteer service](#)
- Strong and diverse co-curricular experiences (See Criterion 3.E.1.)
- [High levels of student participation in study abroad programs](#)
- [High levels of community service: President's Higher Education Community Service Honor Roll \(2012, 2013, 2014\)](#)

Recent [data elements](#) from the 2013 National Survey of Student Engagement (NSSE) provide additional support concerning a number of the University's mission- and vision-driven contributions to students' educational experience. When asked how much their experience at IWU contributed to their knowledge, skills, and personal development, the senior student respondents reported the following:

**Mean Score of a 4-Point Scale: Very much (4), Quite a bit (3), Some (2), and Very little (1).**

	IWU	GLP*
Writing clearly and effectively	3.0	3.2
Speaking clearly and effectively	3.0	3.0
Thinking critically and analytically	3.5	3.4
Working effectively with others	3.1	3.1
Developing or clarifying a personal code of values and ethics	2.8	3.0
Understanding people of other backgrounds	2.8	2.9
Being an informed and active citizen	2.7	2.8

**\*GLP = Great Lakes Private Institutions Comparison Group.**

Finally, additional evidence concerning the link between the University’s mission-driven attributes and its educational experience may be examined through the results of a recent [alumni survey](#). Administered over the fall of 2014 through the Higher Education Data Sharing Consortium, IWU alumni graduating one year, five, and 10 years ago were included in the exercise. When asked to what extent did their experience as an undergraduate contribute to their knowledge, skills, and personal development, the alumni respondents reported the following:

**Combined values of “Very much” and “Quite a bit.”**

	1-Year	5-Year	10-Year
Critical thinking	92%	91%	91%
Creative thinking	75%	69%	74%
Effective writing	85%	85%	85%
Effective speaking	72%	65%	68%
Teamwork	71%	70%	82%
Integrative thinking	84%	76%	83%
Ethical reasoning	73%	68%	79%

**Sources**

- PRES\_OIRP\_academic\_skills
- PRES\_OIRP\_action\_research\_center
- PRES\_OIRP\_alternative\_spring\_break
- PRES\_OIRP\_alumni\_survey

- PRES\_OIRP\_diversity\_and\_inclusion
- PRES\_OIRP\_engagement
- PRES\_OIRP\_fraternity\_sorority\_life
- PRES\_OIRP\_honor\_roll
- PRES\_OIRP\_internships
- PRES\_OIRP\_leadership\_programs
- PRES\_OIRP\_residence\_education
- PRES\_OIRP\_student\_experience
- PRES\_OIRP\_student\_organizations
- PRES\_OIRP\_student\_senate
- PRES\_OIRP\_study\_abroad\_numbers
- PRES\_OIRP\_summer\_reading
- PRES\_OIRP\_university\_chaplain

## 3.S - Criterion 3 - Summary

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The institution provides high quality education, wherever and however its offerings are delivered.

### Summary

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An Illinois Wesleyan education is improved through faculty review of new and revised courses and curricula and through the assessment of student learning within the academic units and General Education. Curricula highlights include student achievement in critical thinking, imagination, creativity, communication, cultural diversity, collaborative inquiry, community involvement, and global awareness. Robust support programs provide students with wide a variety of services that complement the student body and facilitate learning. Strong co-curricular opportunities allow students to expand their intellectual and personal growth through “real world” application and experience. Professional guidance and advisement from highly trained faculty and staff accompany students’ engagement with multiple campus resources to ensure the effective use of research and information resources.

Despite the University’s strong evidence concerning the core components of Criterion Three, there are a few challenges that should be addressed in the near future. A number of these challenges have been documented in the University's strategic plan, *IWU 2020*. They include the following:

### Challenges

- The University should develop clear benchmarks for recruiting and retaining a diverse faculty and staff.
- The University should continue to pursue opportunities that allow for enhanced teaching and learning resource support, arising from external as well as internal sources.
- The University should continue to strengthen and integrate high-impact educational practices including study abroad, internships, service learning, and independent research.
- The University should seek alternative ways of valuing faculty work that recognize and support scholarship aimed at developing pedagogies and teaching materials.

### Sources

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*There are no sources.*