

**Criterion 4: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

*Introduction*

As members of the Illinois Wesleyan University community, we believe in the importance of liberal inquiry and share an understanding that the learning process must be viewed in the broadest of terms. Thus, the notions that learning occurs throughout one's life and that the meaningful intellectual and creative engagement requires a commitment beyond one's immediate association with the University are perspectives that are widely appreciated. At Illinois Wesleyan, exposure to a liberal education is viewed as an opportunity to sharpen one's thinking, to critically reflect upon those new and exciting ideas and experiences to which one has been exposed, and to explore new venues for long-lasting personal growth and development. These opportunities occur as students complete an undergraduate curriculum that emphasizes the importance of mastering both a breadth and depth of subject matter. They occur when students use the tools of reflective practice to make sense of the experiential learning they pursue when they participate in challenging co-curricular activities. It also occurs when students complete scholarly research, perform acts of artistic expression and creation, and become involved in civic engagement projects, all of which offer the possibility of positively changing one's life.

As an institution, the university can support and facilitate the achievement of the values associated with a commitment to the life of the mind. It can offer the financial resources that allow students, faculty and staff to engage in meaningful activities that support such a commitment. It can create an environment of tolerance where the sharing of ideas is exciting and personally affirming rather than threatening. It can hold all of its members to the highest professional expectations with regard to the use of ethical practices in the conduct of research, scholarship, teaching, and the dissemination of information. Although Illinois Wesleyan University has challenges it must confront in communicating the importance of engaging in liberal inquiry as a lifelong process, its story is one of notable success in encouraging the members of its community to live the values that define its purpose, along with its recognition of a number of challenges that it needs to address.

**4a. The organization demonstrates through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.**

The commitment Illinois Wesleyan University expresses to a life of learning is evident in a number of domains. It is visible within its core mission documents and in the ceremonies that applaud academic achievement and accomplishment. It is apparent in its allocation of student financial aid and its continuing concerns regarding the importance of providing students with an affordable education. It is seen in the faculty development programs, designed to assist faculty in their professional growth. It is clearly evident in the production of new forms of knowledge that faculty and students regularly pursue and in their accomplishments that they regularly share with the University community and the larger public. It is manifested in the engagement of staff with their professional organizations, where they serve not only as members, but also as presenters at regional and national conferences.

### *Official Statements in Support of Freedom of Inquiry and Lifelong Learning*

As has been noted in the discussion of Criterion 1, the Illinois Wesleyan University mission statement documents contain clear language that suggests that the University values a life of learning (<http://www.iwu.edu/aboutiwu/mission.shtml>). Representative statements from the Mission Statement affirming a commitment to lifelong learning include:

“A liberal education affords the greatest possibilities for realizing individual potential while preparing students for democratic citizenship and life in a global society.”

“As the University pursues this ideal for all its students, it helps students to follow a wide range of career and life paths.”

“The university community both challenges and supports students in their personal and intellectual development.”

This core value is reiterated in the University vision statement as well:

Guided by the promise of its motto, “Scientia et Sapientia” (knowledge and wisdom), the University will stimulate a passion for lifelong learning, seeking to help its community members make connections among ideas, values, and experiences so that they may understand and act more effectively in the world.  
([http://www.iwu.edu/president/Strategic/vision\\_statement.shtml](http://www.iwu.edu/president/Strategic/vision_statement.shtml))

In addition, a number of department websites, including biology, business administration, economics, physics, and history, explicitly mention the importance of facilitating lifelong learning as a key departmental programmatic goal. Because a commitment to lifelong learning lies at the heart of a liberal education, it is not surprising that it is further articulated repeatedly during traditional events that bring the campus together. As 2011 Commencement speaker Linda Gregerson, Caroline Walker Byrum Distinguished Professor of English Language and Literature at the University of Michigan stated in her address,

“The Illinois Wesleyan website rightly boasts about the average class size here – 17 students – and an 11 to 1 student/faculty ratio. And why are these sterling measures of a liberal education? Because you didn’t come here to be the passive recipients of pre-packaged information or certified consensus. You came to practice the active arts of analytic and creative thought. You came to expand your feel for the shape of the question and the quality of evidence. You came to cultivate limberness of mind and spirit, to practice and assess the arts of persuasion, to refine your powers of expression – on the page, on the living voice, in the mediums of clay and paint and mathematical equations. You came to classrooms of seventeen people, not so that you could be talked at, but so that you could get a feel for thinking-in-company, for lifting the half-formed thought to explicitness, for navigating divergent opinion, for distinguishing the solid from the specious. This is what we mean by a liberal education: it’s not merely a set of subjects; it’s a habit of mind. We celebrate what you have accomplished; we look forward with no little pride to what you will do in the coming years; and we also make a claim on you. Because we need your skills; we need your powers of discernment; we need your voices and your talent for engaged listening. We need your contribution to a

better, smarter, more substantive civil discourse. We need you to teach us what we have forgotten.”

(<http://www.iwu.edu/commencement/11Speakers/gregerson.shtml>)

In the discussion of Criterion 1, it was noted that the University has developed a strong relationship with the American Association of University Professors (AAUP). The *IWU Faculty Handbook* reflects AAUP language with regard to the definition and protection of basic principles of academic freedom. Its defense of the tenure system has always been and continues to be quite strong. However, valuing freedom of inquiry extends beyond the terms through which faculty exercise their own academic freedom. It necessarily includes all members of the University community, regardless of the degree to which they are charged with the task of further examining and developing ideas as a central part of their professional work. It involves ensuring that the University community creates a safe environment where perspectives of a disparate and clashing nature can be expressed without fear of unprincipled attack or personal harm. It involves a willingness to share ideas among all of the University constituencies for the purpose of furthering knowledge. Although clearly articulated within the mission documents and the *Faculty Handbook*, there are other spaces such as the *Student Handbook* and staff-oriented publications where the importance of freedom of inquiry could be highlighted. While significant institutional efforts have been made to engage staff in University-wide activities that celebrate the promotion of free inquiry, its referencing within the formal documentation could be more consistent. This is a challenge the University will need to address. Nonetheless, the importance of promoting free inquiry is a widely shared value that is repeatedly communicated through formal and informal ways throughout the campus.

#### *Professional Development Opportunities for Faculty and Staff*

Support for faculty development is an important area that reflects the University’s commitment to promoting a life of learning. In the discussions of Criteria 2 and 3, institutional support for faculty development was documented at length. Clearly, an institution cannot profess a commitment to the life of learning if its faculty are unable to advance knowledge in their academic disciplines and fields. To that end, what is impressive about faculty development efforts at Illinois Wesleyan University is the range of scholarly activity with which the faculty has been engaged, and its willingness to pursue significant curricular innovation, revision, and development. The chart below documents the allocation of funds for Artistic and Scholarly Development grants awarded from academic years 2002-03 through 2010-11, while a list of projects funded through these grants can be accessed in Appendix ?.

	Artistic/Scholarly Development (Max Individual Award \$3500.00)
2002-03	\$88,023
2003-04	\$80,229
2004-05	\$72,760
2005-06	\$101,750
2006-07	\$102,763
2007-08	\$77,390
2008-09	\$80,692
2009-10	\$80,458
2010-11	\$83,378

Faculty need time to systematically conduct research and produce outcomes that successfully bear external peer scrutiny and, as noted in the discussion of Criterion 2, sabbatical leaves are viewed as indispensable to a faculty member's professional development. Table ?? below shows sabbatical leaves awarded from 2002-2003 to 2011-2012.

Academic Year	Full Year Sabbatical	Semester Sabbatical	Total
2002-2003	5	9	14
2003-2004	4	6	10
2004-2005	4	10	14
2005-2006	8	15	23
2006-2007	4	18	22
2007-2008	5	9	14
2008-2009	6	16	22
2009-2010	10	3	13
2010-2011	1	9	10
2011-2012	1	11	12

Additional faculty development initiatives including year-long orientation and mentoring programs for new faculty, teaching circles, reading groups, speaker series, technology and writing workshops, as well as other workshops on- and off-campus are also mentioned in the discussion of Criterion 3. Of course, faculty also need to travel to professional meetings and conferences where they can share their work with others and learn about new developments in their disciplines and fields. In their response to the 2010 SSSC survey, faculty expressed concern regarding funding cuts to travel and post-tenure review programs. For example, as a result of cuts in the travel budget, extraordinary travel funding above and beyond regular allotments is no longer possible. For faculty who intend to present their research at more than one conference during the academic year, the policy change represents a burden although total travel allocations per tenure line faculty member are comparable with those at peer and aspirant institutions. Department- and division-sponsored speaker series have also faced some cuts due to budgetary pressures. At the same time, there have also been calls for expanding the junior faculty leave program, as it currently allows for the funding of only three faculty a year to participate. The elimination of the 2/3rds pay supplement for eligible faculty taking a yearlong sabbatical has been voiced as an additional concern. Finally, in spite of the many faculty development opportunities that are available, 10 of 47 faculty in the SSSC survey commented upon their perception of a lack of institutional support for curricular and pedagogical innovation, related to a lack of time necessary to incorporate such changes as well as a general lack of institutional support for trying creative and alternative teaching arrangements. Clearly, the University, in its allocation of funds for faculty development and in the faculty development initiatives it promotes, is deeply committed to the proposition that intellectual inquiry is a life-long process and that faculty need to be assisted in their efforts to engage with ideas and further knowledge of their disciplines and their pedagogies throughout their careers. However, these and future

initiatives will need even stronger financial support if their effectiveness is to be maintained and enhanced as is evidenced by the concerns noted above.

If faculty development opportunities have been generally preserved in spite of severe financial pressure, the opportunities for staff development remain uneven and largely depend upon a staff member's employment status (exempt or non-exempt) and her/his supervisor's willingness to allow for participation in the program or event. Thus in the SSSC staff survey, 59 respondents indicated that they were aware of professional development opportunities, but 27 indicated that budget issues had reduced the opportunities for participation in such activities. Ten staff members indicated that they had no opportunity at all for professional development. Some staff indicate that greater support for furthering their education at a variety of levels, from possible arrangements facilitating coursework at the local community college to graduate level enrollment would be useful. One important challenge is to create a comprehensive staff development program available to all staff regardless of their status on the campus. In so doing, it is incumbent upon the University to further educate staff supervisors as to the importance the institution places upon encouraging the professional development of its staff as a constant and continuing proposition.

#### *Public Acknowledgement of Student, Faculty, and Staff Achievements*

It is not enough to claim that an institution is committed to a life of learning simply through making statements in official documents or through providing resources designed to enable individuals to engage in such pursuits. In the discussion of Criterion 5, we note how the University community involves many different internal and external constituencies. These constituencies need to be regularly informed of the importance the University places upon this core value if it is to be preserved. And in its communications, the University needs to explicitly demonstrate how it values the commitment to a life of learning as expressed by the actions of its faculty, staff, students, alumni, and trustees. It expresses this commitment in a number of important ways that deserve extended comment.

First, the University hosts a number of public forums where the accomplishments of students are recognized. During the Honors Day Convocation, for example, students nominated for induction to the two national honor societies, Phi Beta Kappa and Phi Kappa Phi, are announced in the program, as are the winners of a wide variety of other awards. The names of members of various discipline-specific honor societies are also listed in the Honors Day program and a number of these awards are also listed in the graduation program. Some award winners are announced during the commencement ceremony as are honors research projects that students have completed. In total, 22 disciplines, listed in Table ?? below, offer honor society induction for IWU students, while four honor societies (Table ??) are housed on a campus-wide basis.

<b>Table : Discipline-Based Honor Societies</b>	
Discipline	Name
Anthropology	Lambda Alpha
Art	Kappa Pi
Biology	Beta Beta Beta

Computing Science	Upsilon Pi Epsilon
Economics	Omicron Delta Epsilon
Education	Kappa Delta Pi
English	Sigma Tau Delta
French	Phi Delta Pi
German	Delta Phi Alpha
History	Phi Alpha Theta
International Studies	Phi Beta Delta
Latin and Greek	Eta Sigma Phi
Marketing	Alpha Mu Alpha
Mathematics	Pi Mu Epsilon
Media	Gamma Upsilon
Music	Phi Kappa Lambda
Nursing	Sigma Theta Tau
Politics and Government	Pi Sigma Alpha
Psychology	Psi Chi
Sociology	Alpha Kappa Delta
Spanish	Sigma Delta Pi
Women's Studies	Iota Iota Iota

<b>Table : Campus Wide Honor Societies</b>
Alpha Lambda Delta (for First Year Students)
Mortar Board
Phi Kappa Phi
Phi Beta Kappa

Second, dissemination about the accomplishments of students is facilitated through the University website, through the use of press releases, and the University magazine. The number of press releases related to student achievement and performance is listed in Table ??.

<b>Table : Student Press Releases</b>	
<b>Year</b>	<b>Number</b>
2005	34
2006	34
2007	42
2008	36
2009	48
2010	45
2011	63

An electronic campus newsletter, the *Campus Weekly* (begun in April 2007), further highlights faculty, staff, and student achievements on a regular basis. (<http://www.iwu.edu/~iwunews/CampusWeekly/index.html>). The Campus Digital Commons, noted in the discussion of Criterion 3, plays a very significant role in ensuring that the work of faculty and students is available electronically to internet audiences around the world, as the documents in the Digital Commons are readily obtained via Google searches. As was previously noted in the discussion of Criterion 3, six undergraduate peer reviewed student journals are now available for download from the Digital Commons and downloads on some of the articles number in the thousands. Indeed, the scanning of the print versions of these journals from earlier years has added significantly to their accessibility. Their titles, initial year of publication, and number of volumes published are listed in Table ?.

<b>Table : Undergraduate Student Journals</b>		
Title	Year of Publication	Number of Volumes
Park Place Economist	1993	19
Res Publica	1996	16
Constructing History	2000	12
Undergraduate Economic Review	2005	8
The Delta	2006	3
Pseudonym Required	2010	1

In addition, with their permission, the Digital Commons now publishes the honors theses prepared by students. A major annual campus event is the John Wesley Powell Student Research Conference, which began in 1990. During the conference, students are given the opportunity to present the outcomes of their scholarly and artistic endeavors to members of the campus, the surrounding community, family members and friends. As Table ?? indicates, participation in the conference has been significant since the last self- study. Conference programs from every year are scanned into PDF files and are made available in the Digital Commons at <http://digitalcommons.iwu.edu/jwprc>.

<b>Table: John Wesley Powell Student Research Conference Presentations</b>				
Year	Total Student Participants	Posters	Oral Presentations	Art/Music Participants
2003	57	45	14	0
2004	114	66	26	9
2005	100	60	25	7
2006	147	81	41	11
2007	133	82	37	6
2008	94	52	26	9
2009	104	60	21	13
2010	114	80	29	9
2011	139	94	51	8

The creation of public spaces that celebrate student scholarship, research, and artistic excellence represent one way that the University communicates the importance of engaging in a life of learning to its students. The communication of scholarly and artistic achievement through press releases, the Digital Commons, the University website, the *IWU Magazine* or the *Campus Weekly* newsletter represent other avenues for expressing the same sentiment. However, there are policies in place that on a regular basis reward students for scholarly and artistic accomplishment that are noteworthy. The designation of Dean's Honor List (awarded each semester) and graduation honors (cum laude, magna cum laude, and summa cum laude awarded at Commencement) according to prescribed criteria are an important part of the institutional reward structure that recognizes significant student achievement. The criteria for these designations are listed in the University catalog (2011-2012, pp.72-73). In addition, students graduating in the Schools of Art, Music, and Theatre Arts may be selected for Art Exhibition, Music Recital, or Theatre Arts Production Honors and qualified students are encouraged to pursue projects of original research under the guidance of a faculty member to obtain Research Honors. Finally, 31 different awards and prizes are annually given to deserving students in the various academic disciplines and programs (see catalog, pp.74-76).

Faculty achievements are also noted in a variety of ways. The main University website labeled Wesleyan News (<http://www.iwu.edu>), press releases (<http://www.iwu.edu/news/>), and the University magazine (<http://www.iwu.edu/iwunewsmagazine/>) all disseminate information regarding noteworthy faculty activities in addition to the *Campus Weekly*. The number of press releases related to faculty achievement and performances is listed in Table ??.

<b>Table : Faculty Press Releases</b>	
Year	Number
2005	15
2006	17
2007	28
2008	20
2009	22
2010	17
2011	30

For over a decade, the University has created the formal space for faculty to share their intellectual work with the campus community as a whole. As part of the annual Faculty Colloquium series, faculty members give an hour-long presentation on some aspect of their research, followed by a question-and-answer session and a reception hosted by the University President. The object is not only to present research findings to peers, but also to model serious and rigorous thinking to students. Four faculty colloquia are offered per year with preference given to at least one junior faculty member's proposal if proposals are equally compelling. Proposals are peer-reviewed by the Mellon Center Advisory Committee. In addition, several other departments and programs offer their own regular colloquia, at times inviting outside speakers and at times inviting fellow colleagues to present their research to the campus



community. These units include the Division of Natural Sciences, the Religion Department, and the International Studies and Asian Studies programs.

Since 1960, a faculty member, selected through a process overseen by the Promotion and Tenure Committee, is annually honored by the University for her/his teaching excellence. The honoree delivers the Honors Day Convocation address and speaks before first year students during the New Student Convocation. In addition, as has been noted in the discussion of Criterion 2, the University has funded 11 endowed professorships and chairs, honoring the most accomplished of its faculty, and it seeks to increase that total as a part of its capital campaign.

In 2007, the Division of Student Affairs implemented the Student Leadership Distinguished Service Award. These awards are designed to recognize student leadership in the following areas: service to campus life, service to the community, service through university employment, intellectual leadership and cultural leadership. Nominations are solicited from the campus community and one award is given in each category. All nominees receive a Certificate of Merit in recognition of their contributions. Awards are announced by the Vice President for Student Affairs at the Senior Dinner each April.

Together all of these initiatives articulate how important the University views actions that commit oneself to the life of the mind, for both students and faculty and that the significance of one's accomplishments in this area need to be appreciated and shared with the entire campus community.

### *Students and Faculty Produce Scholarship and Create Knowledge*

Although it may be clear that the University values the life of learning and offers students and faculty numerous opportunities to engage in activities that further the constructive exchange of ideas, it is legitimate to ascertain how successful the University has been in achieving this goal. Our conclusion is that such success is easily demonstrable and represents a real institutional strength. In the twenty-first century, one cannot engage in informed, let alone scholarly inquiry, without achieving a significant degree of information literacy. To that end, the faculty within 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. The library also teaches about plagiarism, copyright, and rights and permissions options in the digital age.

One of the products of such efforts is formal student scholarly achievement. In this area we have noted the importance of the John Wesley Powell Student Research Conference and the Digital Commons in promoting student research and artistic expression. However, their importance extends beyond the immediate environments where they are situated. Students participating in the John Wesley Powell Student Research Conference, for example, publish their results in student journals or in journals that are more readily available to the scholarly community. As Table ?? indicates, the number of downloads of IWU student journals as a result of the Digital Commons association is quite impressive, and speaks to the relevance and importance of student scholarly and artistic work.

<b>Table : Digital Commons Downloads of Student Journals</b>		
Journal	Year	Number of Downloads
Undergraduate Economic Review		
	2008	101
	2009	2227
	2010	3927
	2011	13075
Park Place Economist		
	2008	377
	2009	2785
	2010	2555
	2011	9138
Constructing History		
	2008	377
	2009	1833
	2010	4475
	2011	17121
The Delta		
	2008	35
	2009	791
	2010	382
	2011	1743
Res Publica		
	2008	1267
	2009	1173
	2010	1201
	2011	4097
Pseudonym Required		
	2010	56
	2011	59

The scholarly and artistic achievements of our students occur as a result of a strong mentoring process that students pursue with the assistance of willing faculty. The culmination of such effort, be it through an Honor Recital that is performed by eligible music students, an honors' exhibition of a piece of art, superior work in theatre production meriting Theatre Arts Production Honors, or through completion of Research Honors, speak to the ways in which faculty assist students in engaging in scholarship and artistry of the highest levels. When students who are eligible elect to pursue Research Honors, they form a plan to pursue a project of original research under the guidance of a faculty member. Such work can occur within a student's major or in a field where the student has completed at least six course units, provided that a cumulative grade point average of at least 3.24 overall and 3.50 in the field in which honors are sought has been maintained. A hearing committee made up of faculty appointed with the consultation and consent of the student reviews the project, meets with the student and conducts an oral examination determining whether or not honors shall be granted. Over the past year, the downloads of student journal articles have risen significantly, with some articles garnering over 3,000 downloads each, a testament to both student achievement and effective faculty mentoring.

A final example indicative of the way in which student scholarship is not only supported but in fact is produced, involves the MUSE Conference. Since 2005, the IWU English honor society, Alpha Eta Pi chapter of Sigma Tau Delta, has sponsored this research conference that involves student participants not only from IWU, but from surrounding institutions as well. ([http://www.iwu.edu/CurrentNews/newsreleases10/evt\\_MUSEConference\\_00910.shtml](http://www.iwu.edu/CurrentNews/newsreleases10/evt_MUSEConference_00910.shtml)). In 2010, 13 students from four universities presented their work during a day that was highlighted by a keynote address by University of Chicago professor Srikanth Reddy. Since 2002, an English faculty member has served as advisor for the Alpha Eta Pi chapter and has overseen its growth and prominence, to the point whereby the chapter received an outstanding chapter award in 2007 and the advisor received the 2008 Elaine W. Hughes Outstanding Sponsor Award from Sigma Tau Delta. These cases demonstrate that the University community definitely values student research and artistic achievement. However, few formal budgetary allocations are designated specifically for the promotion of student research and comments from the SSSC faculty survey suggest that many faculty believe that time pressures limit their opportunities to assist students in pursuing research activities. In spite of many notable achievements, greater institutional support will be necessary if the University seeks to enhance undergraduate research.

As was noted in the discussion of Criterion 2, 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 ten years, presented in Appendix ???, 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. Table ??, taken from the records of those receptions, provides 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 [www.iwu.edu/research/Faculty\\_Research.html](http://www.iwu.edu/research/Faculty_Research.html).

<b>Faculty Scholarly and Artistic Productivity</b>				
	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Books</b>	13	4	11	4
<b>Journal articles, book chapters &amp; other substantive publications</b>	89	51	58	28
<b>Conference presentations</b>	35	10	32	45
<b>Creative &amp; Artistic work</b>	18	12	18	8
<b>Editorial boards</b>	2	1	2	7

In recent years, a number of faculty have received national and international recognition for their efforts. One member of the political science department co-authored the book, *Fighting for the Future of Food: Activists versus Agribusiness in the Struggle over Biotechnology* (University of Minnesota Press, 2010), that received the Lynton Keith Caldwell Prize, given to the best book on environmental politics and policy published in the past three years by the American Political Science Association. Another faculty member was a finalist for the Bakeless Literary Prize for her memoir, *Lost River, 2010*. And, a member of the English department received the Russell P. Strange Memorial Award for his work, *Reading With Lincoln*. The award, which was for the best book on a subject related to Illinois history and culture, was presented by Lieutenant Governor Sheila Simon on behalf of the Illinois State Historical Society (ISHS) at the ISHS annual Symposium in Carbondale, Ill. More generally, faculty have also benefited from the use of the Digital Commons as a means of disseminating their work. As of July 31, 2011, the collection contained over 6,300 items. As of the same date and since its inception, the Digital Commons had over 225,000 full-text downloads, with almost 144,000 downloads occurring in the past year alone (from August 2010 through July 2011.) And, since January 2008, the Digital Commons has received over 16,000 visits from 3,244 cities in 158 countries, including the United Kingdom, China, Germany, Canada, India and Australia. Given the time and support provided by the institution, the degree of faculty productivity with regard to artistic and scholarly achievement seems reasonable as these exemplary cases attest. However, as is true for student research, if the University desires to encourage even greater scholarly productivity, it will need to find more ways to offer support for its enhancement.

#### *The Use of Scholarship and Research to Stimulate Organizational and Educational Improvement*

A key measure that speaks to the ways in which institutions value scholarship and research involves the ways in which these institutions actually learn from the scholarship and research that is produced. As discussed in Criterion 2, Illinois Wesleyan University, over the past decade,

has not only created an Office of Institutional Research and Planning, but has relied upon the collection and analysis of research in its strategic planning efforts. Not only have national survey instruments been used in support of this effort, but self-generated surveys have also been employed to determine constituency attitudes, beliefs and suggestions for programmatic improvement and policy revision. However, the use of research and scholarship to effect institutional change does not only occur in a top down fashion at IWU, but is in evidence on a regular basis through the multiplicity of curricular and co-curricular initiatives that are influenced by personal scholarship and informed understandings of best practices. A few examples give evidence for the contention.

During the Fall of 2011, a group of faculty organized a semester long symposium on food titled “What We Eat, Why It Matters,” complete with field trips, lectures, and workshops involving faculty, students, and staff, organized by faculty with research interests in the theme. May Term travel courses are often designed to promote intensive area study and recent courses focusing upon South African politics, Costa Rican ecological questions, or Hawaiian Multiculturalism reflect the scholarly and research interests of faculty in these areas. In a similar vein, experimental and Gateway Colloquium courses are used as spaces where faculty can share their particular interests with students through delivering courses that supplement the mainstream curriculum. The International Studies (IS) program, through its regular colloquium series, creates thematic programming that bring students and faculty together. In 2010-2011, and 2011-2012, the theme adopted by the IS faculty focused upon Globalization and Childhood. In support of that initiative, the Director of the IS program organized an international conference held on the campus in 2010, with colleagues from Russian universities attending. In 2011, six IWU faculty traveled to Russia to extend the collaboration, participating in conferences held at Russian universities in Moscow and St. Petersburg. In each of these ways, scholarship and research serve not simply as a vehicle for individual professional development, but exemplify the shared commitment to a life of ideas to which the University is committed.

*4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational program.*

#### *The IWU General Education Program*

The University General Education program was officially adopted for the 1996-97 academic year. As noted in the discussion of Criterion 3 with regard to the assessment of its value, the faculty believe that the General Education program has generally succeeded in fulfilling its goals, goals that speak directly to the importance of forming an intellectual foundation for liberal inquiry. The terms “intellectual independence, critical thinking, imagination, and social awareness..., active learning, problem solving, collaborative inquiry and community involvement” have been used to characterize the program’s goals and although there has been considerable discussion with regard to revising a few of these goals (as noted in the General Education Program Assessment report, July 18, 2011), they cumulatively 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** (Catalog 2011-2012, p.77).

The ethos of the IWU General Education program is based upon the assumption that as different areas of inquiry are both distinctive and are 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 architecture 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 polish their critical thinking skills through focused attention to the writing process. Remaining 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 (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 that may or may not be based within their major field of study.

Unlike some alternatives at other institutions, there is a degree of choice and flexibility built into the IWU General Education program. 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. As the General Education Program Assessment Report indicates, IWU faculty are concerned about finding ways to make the Program even more flexible, to expand its focus into areas that have become important to the faculty, students, staff, alumni and other members of the campus community and to identify potential areas where category boundaries appear to be artificial. Nonetheless, both the general content and the structure of the General Education Program seem to resonate with a vision of liberal inquiry that is accepted throughout the campus. Alumni comments testify to this conclusion. For example, one alumnus, writing about the Gateway Colloquium stated,

“The strong focus on written communication during the first year Gateway course was very helpful preparing me for papers and other written assignments required in other classes as well as professional correspondence and reports now required as a daily part of my job.” (SSSC 2010 Alumni Survey). Other comments within the Alumni Survey reflect a very high rate of satisfaction with the curriculum across the disciplines as the success of the integration of the general education program with the entire curriculum is clearly evident. Indeed, 96% of alumni respondents report that they were Satisfied to Very Satisfied with the coursework they completed both in their major area of study and courses outside their major(s.) The recent alumni survey report is also replete with quotes such as the following:

*“The general education requirement set me on the path toward my second degree, which I never would have thought about prior to it. The small classes made it extremely easy to get to know others in the class and make friends outside of my major. Teachers challenged me to think about things in different ways which have helped me stand out at every job I've ever been at because I can approach things in a way others cannot.”*

*“The liberal arts education has been wonderful because of how well-rounded a person I have become. The strength of the biology education I received has allowed me to move up within my department at a much faster rate than other teachers who did not receive such a stellar education.”*

*“Small school size which helped facilitate close contact with faculty and peers. Liberal arts education helped me to develop external interests and engage in meaningful discussions.”*

*“I have been helped immensely by the liberal arts culture at IWU...it stoked my interest in a variety of topics, and has allowed me to follow a somewhat "liberal arts" career as I was able to gain enough knowledge at IWU to undertake a variety of positions in the work world.” (Source: SSSC 2010 Alumni Survey.)*

A history of the assessment of the General Education program is offered in discussions of Criteria 2 and 3. Suffice it to note here that the Strategic Curricular Review Task Force reviewed the Program in 2007-08 and a more extensive review was completed in 2011. A significant amount of documentation has been collected with regard to student and faculty views of the program. Although the degree to which programmatic goals have been met varies according to

the specific general education category, the results reaffirm the contention that the University's General Education Program is meeting its stated goals (General Education Program Assessment report, July 18, 2011).

### *Curricular and Co-Curricular Linkages*

On the IWU Academics welcome page, the importance of the liberal arts as a framework for engaging students in learning and self-discovery is affirmed in the following words.

*"The liberal arts are at the core of an Illinois Wesleyan education. Through the liberal arts we believe our students will see the interconnectedness of knowledge and develop a spirit of inquiry that will serve them well in our rapidly changing and complex world. The liberal arts touch all 50 major areas of study, including business, nursing, the fine arts and our eight pre-professional programs. The curriculum is enriched by interdisciplinary programs, research opportunities, numerous study abroad options and superb facilities."*

In the welcoming statement it is further recognized that co-curricular experiences not only supplement and embellish the formal curriculum, but they should be viewed as essential components of a liberal education. As the welcoming statement further details, *"Learning outside the classroom and beyond campus is a key part of our academic program. Students find a range of opportunities to collaborate with faculty on research projects, pursue internships and community service, and travel or study abroad."*

In support of this goal, IWU has a robust number of internship and service learning programs, some of which are described in discussions of Criteria 3 and 5, others that are noted here. For example, 300-400 IWU students take part in internships throughout the calendar year and this number continues to grow. In 2010, 169 IWU students took part in summer internships in 114 different locations, with assignments as diverse as Habitat for Humanity, Community Cancer Center, Morgan Stanley Smith Barney, Frank Lloyd Wright Preservation Trust, the Office of State Senator Dan Kotowski, and Radio Free Europe/Radio Liberty (Prague, Czech Republic). But not only are the internship sites diverse, the experiences have proven to be mutually beneficial for sponsors and IWU interns as the following quotes attest.

*"The Illinois Wesleyan students we have match up to any other school where we recruit."* (Ernst & Young, Chicago)

*"IWU students have been bright and well-prepared for working at the Museum and have provided a tremendous amount of value to our organization."* (The Field Museum)

*"From my internship, the company knew me and trusted me enough to give me responsibility from day one. Being an Illinois Wesleyan graduate, I would not have settled for anything less."* (Shakespeare Squared)

*"I had so many life changing experiences during my time at BiH, which impacted me in profound ways...These experiences...crystallized my interests in protecting*



*human rights around the world and affirmed my empathetic drive to help others.”*  
(U.S. State Department Intern, U.S. Embassy in Bosnia-Herzegovina)

The importance of the Action Research Center (ARC) to the University’s pursuit of the social justice portion of its mission as well as its role in applying the values of liberal inquiry to address community problems has been previously noted in the discussion of Criterion 3 and is further discussed with reference to Criterion 5. One of the ARC initiatives that has been mentioned involves the State Farm Community Partnership, whereby students work full-time in a split work week with three days spent at State Farm and two days in the community with a local not-for-profit organization, completing major project assignments at both partners during the summer. The assertion that participation in this program can have meaningful effects upon the lives of student participants as well as their clients is not hyperbolic when one examines the range and significance of the experiences students have pursued.

For example, one student worked in the Catastrophe Services department at State Farm, researching and writing a report exploring global warming’s impact on severe weather trends, including hurricanes, tornadoes, thunderstorms, snowstorms, and wildfires. She further analyzed the current efforts of the State Farm Actuarial and Underwriting departments to account for these changes in risk factors, and addressed their potential impact upon the insurance industry and policyholders more generally. Her community project involved working in a School to Work Program, a six-week class for high-school aged students with disabilities, designed to help them acquire the skills necessary to successfully join the workforce. She helped edit and finalize the program’s curriculum and then helped teach the classes. She was also in charge of creating pre- and post-surveys for students and parents along with curricular pre and post-tests.

Another participant in the program worked with the Digital Media team within the State Farm Marketing Division and contributed to the creation of 2012 Digital Asia Media Plans. In this capacity, she pulled information together from different zones across the country regarding Chinese language capabilities in different agent offices, helping the team to find support behind the markets State Farm was choosing to target. She also conducted research on Multi-Policy line discounts and how they were conveyed in advertising. By looking through a database of all public advertisements by competitors, she pulled out and analyzed all those that emphasized ‘multi-line’ or ‘bundling discounts’ to help the department make decisions. Her community project involved working with the Milestones Early Learning Center, examining the Center’s economic situation, assessing the need for childcare on the West Side of Bloomington, and providing useful information and research for the Center should they choose to expand their operations. After creating an expandable database and calculating cost centers for each of the Center’s classrooms, she conducted a larger analysis of the childcare market in the Bloomington-Normal area.

A final example involves a student who worked with the Social Media Team within the State Farm Marketing Department. As he states, “My time at State Farm was filled with several tasks and small projects. One of the small projects that I am particularly proud of was a presentation on a new social media platform called ‘Meet up Everywhere.’ I did research on the platform and made a presentation that I presented to my team. Other tasks included translating posts from the State Farm Latino Facebook page, creating a spreadsheet of emails from Agents and Zones about

Facebook, categorizing the YouTube channel and working with the bilingual intern team to create an in-depth presentation of the strengths and weaknesses of the .com page in Spanish.”

For his community project, he worked with the American Red Cross of the Heartland on a blood drive, meant to reach out to non-English speaking Latinos in the Bloomington-Normal area, the first time this population group was targeted. He also helped initiate a plan to make health and safety classes taught in Spanish available to the Bloomington-Normal Hispanic community which involved his becoming an instructor in Adult and Pediatric First Aid, CPR, and AED, to insure that there was a qualified and available instructor who could teach these classes.

Comments from the 2010 Alumni Survey, listed below, testify to the ways in which these and similar curricular and co-curricular experiences have permanently shaped our students’ lives in compelling ways.

*“The liberal arts philosophy, which is executed well at IWU, is life-shaping and something I believe benefits most people greatly.”*

*“IWU emphasized the needs of the individual while balancing those against the needs and well-being of the entire community. I was constantly learning inside and outside the classroom how all of my passions and actions intertwined and could be used to positively impact the world around me. I learned a lot about history and education, but I learned even more about collegiality, ethics, communication, community living, identity, politics, and personal fulfillment.”*

*“IWU provides a well rounded, all-encompassing education that I would argue is nearly impossible to find anywhere else. The education gained from an IWU degree is definitely a form of both professional personal enlightenment. IWU made me look at the world and myself in a different way.”*

### *Learning Outcomes and Lifelong Learning*

In the discussion of Criterion 3, survey data with regard to student learning outcomes were analyzed at length, with particular respect to the ways in which Illinois Wesleyan University has created effective learning environments. That information is also important for what it says about the permanent effects of curricular and co-curricular experiences upon our students with particular regard to the ways in which inquiry and intellectual engagement continue to play essential roles throughout their lives. For example, the College Senior Survey Longitudinal Report offers substantial evidence that over their four years at IWU students develop the framework that reflects breadth of knowledge and intellectual inquiry. Representative areas include an 11% growth in the desire to develop a meaningful philosophy of life (from 53.8% as a freshman to 64.8% as a senior,) a 15.3% increase in the desire to obtain recognition for contribution to their field of specialization (from 44% of freshmen to 59.3% as seniors,) and an 18% growth from freshman to senior in working on environmental issues and problems (from 15.4% to 33.5%.) (Source: The 2007-2008 College Senior Survey Longitudinal Report, [http://www.iwu.edu/instres/assessment/css08/css08\\_longreport.pdf](http://www.iwu.edu/instres/assessment/css08/css08_longreport.pdf))

Our 2010 National Survey of Student Engagement (NSSE) solidly underscores these strong indicators that IWU provides an intellectual environment that promotes breadth of knowledge and skills and the capacity to exercise intellectual inquiry. As was noted in the discussion of Criterion 3, IWU had significantly higher scores than its NSSE peers for both first-year and senior students regarding the Level of Academic Challenge Benchmark, with IWU first-year students achieving a score of 58.7 as compared to 54.1 to our peers, and seniors receiving a score of 62.1 as opposed to 57.5 for our peers. These numbers reflect the challenging intellectual and creative work in which our students are engaged, and the high level of academic expectation IWU places upon its students.

NSSE also showcases our strong marks in complementary learning experiences that enhance our academic programs. The Enriching Educational Experience benchmark score shows IWU first-year students at 31.1 against the peer average of 27.9, with IWU seniors outpacing our peer institutions with a score of 53.1 as opposed to 40.5. Fully 75% of our students have participated in a practicum, internship, field experience or other related assignment by the time they are seniors. 79% of seniors have participated in community service or volunteer work. We show strong scores for engagement among students of different races, ethnicity, religious beliefs, and political or personal opinions (68% report being engaged in these interactions,) and over half of our seniors have participated in a capstone, senior seminar or other culminating senior intellectual activity. (Source 2010 National Survey of Student Engagement – IWU - [http://www.iwu.edu/instres/nsse/nsse10\\_bm.pdf](http://www.iwu.edu/instres/nsse/nsse10_bm.pdf))

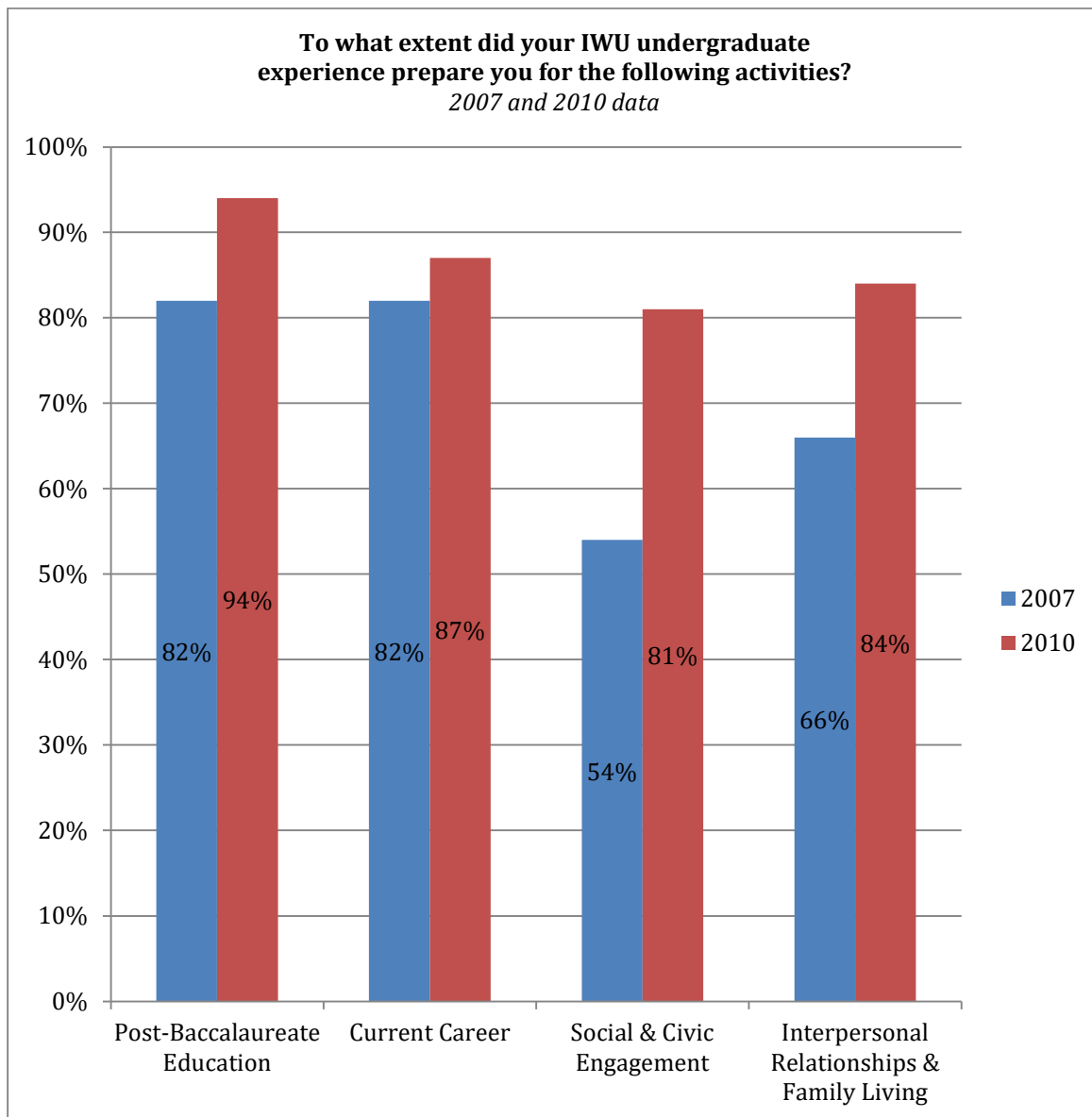
The impact of this environment upon students' future lives is evident in the results of the Alumni Survey, which, as we have previously seen, notes the high level of satisfaction with the breadth of knowledge and the skills and the development of the capacity for intellectual inquiry that alumni believe they received during their undergraduate experiences. A comparison of the 2007 (alumni from the classes of 1997 and 2002) and 2010 (alumni from the classes of 2003 through 2010) surveys reflects strong positive experiences across all areas of learning, from academic and career engagement to social and personal activities. These data provide the clear indication that the IWU experience is developing the whole person, in keeping with its liberal arts mission. Comparative data from these 2 surveys regarding overall satisfaction with one's IWU education are robust and positive, with 95% in 2007 saying they are "generally satisfied" or "very satisfied" (33% and 62% respectively) and 98% responding the same in 2010 (30% and 68% respectively.) Source: [http://www.iwu.edu/instres/assessment/alumni07/iwualum\\_main .pdf](http://www.iwu.edu/instres/assessment/alumni07/iwualum_main.pdf) and *Self-Study Steering Committee 2010 Alumni Survey*). Indeed, as Table ?? below indicates, when asked the extent to which one's IWU undergraduate experience prepared the student for further intellectual and career activities, 94% of alumni from 2010 survey (82% from 2007 survey) engaged in graduate (post-baccalaureate) education reported being "moderately" or "greatly" prepared and 87% of alumni from 2010 survey (82% in 2007 survey) going directly into their careers reported being "moderately" or "greatly" prepared. Even more significant increases can be seen in the areas of social and civic engagement and interpersonal relationships and family living. As the following alumni commented,

*"The ability to participate in depth in multiple fields... allowed me to develop skills such as writing coherently and forming a well-structured argument to a much greater degree than I would have obtained by simply completing the core*

*course requirements. In contrast with later academic institutions, I also greatly appreciate the breadth and quality of speakers IWU made available to the student body, and the enthusiasm with which the campus community attended and participated in those events.”*

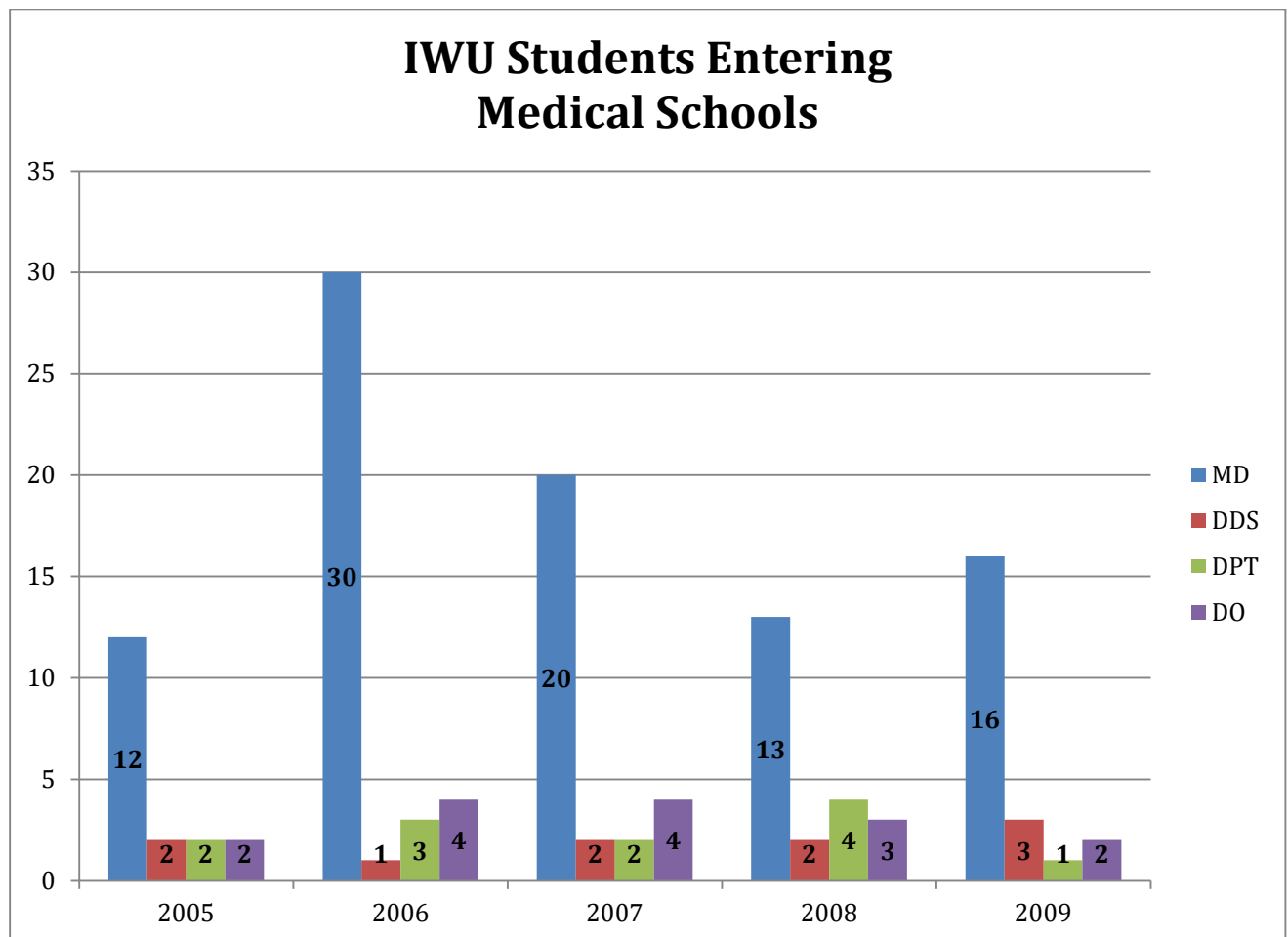
*“Highly theoretical based concepts that adapted well to technical application, writing/communication skills through many written papers and oral presentations and inter/intra personal skills through various activities/academics on campus.”*

*“Mix of classes and a necessity to take classes outside of major not only helped me learn how to multi task for my professional career but gave me a wealth of knowledge and a broad perspective that other schools don't offer.”*



Lifelong learning of course is not only dispositional, but includes career and professional preparation, and in this vein, the IWU Hart Career Center tracks career paths after students graduate from the University. A review of the past five years of data presented by the Hart Career Center shows that 55.7% of IWU students are engaged in full-time employment and 5.8% are in part-time employment following graduation. An additional 35.3% of students pursue graduate education. (Source: *Graduate Surveys, 2005-2009*, The Hart Career Center)

In addition to alumni survey data, departments whose students often continue on to graduate school also track their progress. The Department of Biology serves as one example, where the pre-med program prepares students for study at many of the leading medical schools in the country, including Loyola University, Mayo Clinic, Rush University, Washington University, University of Michigan, University of Iowa, and the University of Illinois-Chicago. The chart below notes the numbers and types of programs in which biology graduates enroll.



Key to Abbreviations: MD –Doctor of Medicine; DDS – Doctor of Dental Surgery; DPT – Doctor of Physical Therapy; DO – Doctor of Osteopathic Medicine.

4c. The organization assesses the usefulness of its curricula to students who will live and work in

*a global, diverse, and technological society.*

As has been noted in discussions of Criteria 1 and 2, the University's commitment to educating students with the capabilities that will allow them to thrive in a world that is globalized, diverse, and technologically sophisticated is reiterated in its core Mission documents: the Mission Statement, Vision Statement, and Strategic Plan. The assessment efforts that measure the extent to which the University's commitment is in effect actualized have been discussed in relation to Criterion 3a. However, it is useful to reiterate that the process of reviewing academic programs does include attention to programmatic currency and relevancy in direct ways. Departments and programs undergoing external reviews are asked to explicitly address questions as to how the department or school mission is related to the IWU Mission and Vision statements. The questions as to whether an academic program is up to date, rigorous, and appropriate for majors and non-majors have to be addressed, along with documentation as to how the department or school is following national trends and best practices. Short and long-term departmental or programmatic priorities need to be defined and explained. (Department Chairs' and Program Directors' Handbook, 2010). The examples of the Biology Department and the School of Theatre Arts are particularly instructive in this vein. They demonstrate how programmatic review can effect curricular changes influenced by pressures to remain current and relevant. In the case of the Biology Department review, for example, the Department revised its foundational biology course and established clear learning outcomes and an on-going assessment plan for the explicit purpose of bolstering student retention and enhancing successful post-graduate placement. The School of Theatre self-study and external review helped identify a major achievement: placement of some 80% of its graduates into positions within theatre arts fields, allowing the faculty to further refine its curriculum with that accomplishment in mind.

#### *Learning outcomes and professional competence*

As befits a university with a strong history of melding the dispositions of the traditional liberal arts disciplines with those of professional fields, the importance of assisting students to achieve career success is collectively viewed as an institutional priority. As a result, departments and programs have consistently adhered to the standards required in various disciplinary fields with 87% of the 2010 graduates either entering the work force in a full-time position or continuing their education in graduate school. Their employment opportunities allowed them to take positions in China, Germany, Japan, Korea, Spain, and Italy and seven graduates pursued work with the Peace Corps, AmeriCorps, or Teach for America.

Not surprisingly, the Hart Career Center was recognized by alumni across all majors as a valuable campus resource in the previously cited alumni survey. The economic conditions of the past few years have made job searches more challenging. Students need advanced and comprehensive advice and counsel while weighing upon post-graduate choices to maximize the opportunities offered by an IWU education. As a result, both faculty advisors and the staff of the Hart Career Center have offered support for students trying to navigate and negotiate personal and professional opportunities made possible through the undergraduate experience. As some alumni noted,

*“The faculty within my major were very well informed and able to give me guidance and assistance in job hunting and career paths.”*

*“Internship facilitated by the accounting professors got me my current job right after graduation.”*

*“The faculty were all very honest and put things in perspective and were always willing to talk one on one about future career choices.”*

*“As a scientist, the lab work I completed and access to various instrumentation during my undergraduate career was very important to gaining my first job.”*

In addition, departments and programs closely follow the industry standards for successful placement in their respective fields. A few examples include the Accounting Department, which reported recently that Illinois Wesleyan accounting graduates had the highest pass rate on the CPA exam of any accounting program in the state. The Educational Studies Department is fully accredited by the Illinois State Board of Education for teacher certification in elementary education, secondary education in math, science, social science, foreign language, English, language arts; and music for K-12 and its candidates also perform at high levels on state certification exams. The School of Music has been fully accredited by the National Association of Schools of Music since 1930 and The School of Nursing program also includes a Spanish Nursing major that combines courses from Hispanic Studies and the Nursing department. All of these programs maintain strong state and regional reputations among employers.

#### *Functioning in a diverse and global society*

Certainly the ability to function in an increasingly diverse and global society is not aspirational but is a necessity. Some of the ways in which the University prepares students for future success that speak to the current realities of globalization and diversity have been previously noted. The general education requirements that demand each University student complete separate courses whose content focus upon U.S. and global diversity issues speak to the University commitment to explicitly implement these Mission document values in the formal curriculum. The requirement that all students pursue study of a second language offers further evidence for this commitment. But these efforts are supplemented by other important experiences for which numerous students take advantage. The importance of study abroad to the University mission is mentioned in the discussion of Criterion 3. However, its importance in furthering global awareness and professional competency can also be seen in alumni survey comments:

*“The business environment is very conscious of global perspectives and traveling abroad helps to show employers we are not only qualified academically, but we have a greater understanding of the global economy. It also shows our ability to be flexible and work within different cultures.”*

*“I learned how to work hard to get what you want, through the great study abroad program; I learned to use a second language in my career.”*

*“I also love how the university encourages and makes it possible for students to study aboard and receive credits while abroad. The ability to take advantage of*

*that opportunity is something that is invaluable and really allowed me to gain perspective of the world.”*

*“I continued learning about teamwork, what it means to be a global citizen and how important a well-rounded education is.”*

Offices such as the International Office and the Office of Multicultural Student Affairs further serve to highlight the importance of global awareness and diversity for life in the 21<sup>st</sup> century. The International Office, for example, coordinates support for IWU students from 22 countries. Since the presence of exchange students is a very valuable part of the campus experience at IWU, The International Office’s role in support of this effort is significant. It provides appropriate assistance and services for IWU's international students and scholars both before they arrive and while a part of the campus community.

The Office of Multicultural Student Affairs, housed within the Division of Student Affairs, provides educational outreach to the campus. Guest speakers, workshops, and professional development opportunities give students, faculty and staff the opportunity to learn about diversity issues involving LGBTQ (Lesbian, Gay, Bisexual, Transgendered, Questioning) individuals and those with multiple ethnicities. The Multicultural Student Affairs office also oversees the Multicultural Center whose mission is “to provide relevant educational resources to the Illinois Wesleyan University community that will promote cross-cultural dialogues among campus groups and foster respect, appreciation and a sincere longing for diversity everywhere. It provides a safe space for underrepresented populations to meet and interact, and encourages the development of healthy identities for all IWU community members.” The Multicultural Student Affairs Office also oversees orientation and programs for Multiracial, African-, Latin-, Asian-, and Native American (MALANA) students (see: [http://www.iwu.edu/instres/factbook/fact10/fac\\_1011.pdf](http://www.iwu.edu/instres/factbook/fact10/fac_1011.pdf)). In addition, as has been noted in the discussion of Criterion 2, two professors have initiated an Engaging Diversity program, whereby randomly selected first-year Caucasian students are brought to campus three days early to participate in meetings and activities about diversity. The students spend their weekend discussing the definitions and history of diversity, affirmative action and college admissions, white privilege and racial identity, and participate in open communication and dialogue. In so doing, they meet with MALANA students, international students and IWU faculty and staff who have supported their decision to participate in the program. (see: [http://www.iwu.edu/CurrentNews/newsreleases10/fea\\_EngagingDiversity\\_00810.shtml](http://www.iwu.edu/CurrentNews/newsreleases10/fea_EngagingDiversity_00810.shtml))

### *Independent Learning in Programs of Applied Practice*

Numerous programs that involve applied practice stress the importance of independent learning in their mission statements, program goals, and in the curriculum that is delivered. In so doing, they further highlight the importance of global awareness, an understanding of social justice, a respect for diversity, and the need to be technologically competent, all of which provide the foundation for a modern education dedicated to liberal inquiry. The Sociology Department, for example, provides hands-on, experiential learning opportunities within the larger community beyond the classroom and the campus (<http://www.iwu.edu/sociology/SocMission.shtml>). The goal of the Educational Studies program is to graduate teacher-scholars for social justice who are well-grounded in their disciplines, reflective, resourceful and responsive in the field; and committed to challenging the inequities embedded in schooling and society.



(<http://www.iwu.edu/edstudies/>) The International Studies program is designed for students who are interested in studying the relationships between global problems and regional dynamics or experiences from an interdisciplinary perspective. In requiring advanced intermediate second language competency and a relevant study abroad experience, it asks students to apply their comprehension of the global human community, their understanding of the lived experiences of people who live in other parts of the globe, and their own analysis of their own place in a globalized world to their own cross-cultural interactions.

([http://www.iwu.edu/istudies/about\\_IS.shtml](http://www.iwu.edu/istudies/about_IS.shtml)). One additional example involves the Computer Science program. Its foundational approach to computing within the context of a liberal arts curriculum focuses on the context in which computers and computing structures exist in today's rapidly changing technological environment. This approach produces computer science graduates who can more readily see relationships between computing and organizational/societal problems, and needs and issues, setting them apart from those whose training is limited to more technically oriented skills. (<http://www.iwu.edu/cs/index.shtml>)

### *Social Responsibility and Curricular and Co-curricular Campus Efforts*

Certainly, the importance of asserting social responsibility in one's life and seeking out those experiences that provide one with the opportunity to do so is a value that is stressed within the IWU community and is in evidence throughout the undergraduate experience. Although noted repeatedly throughout this report, the focus in this Criterion is on programs of applied practice, internships, and significant co-curricular experiences. The Action Research Center, in particular, mentioned with reference to Criteria 1, 2, 3, and 5 has provided a vehicle for organizing civic engagement efforts that tie curricular, co-curricular, and internship activities together. As a result of past successes, described in discussions of the above criteria, a new project, titled "The City Internship," has been initiated allowing six students a year from Illinois Wesleyan and Illinois State University to obtain "an intense and multi-faceted view of local government" with the City of Bloomington. (City intern program pdf.) To be overseen by the City of Bloomington, and at IWU, the Action Research Center, its core elements involve:

- 1) A foundational learning experience which includes course meetings, readings, and discussion of the research and theory relevant to city government, policy, democracy and leadership. Interns will keep reflective journals, be invited to participate in other city functions, and be assigned a mentor for the course of the program.
- 2) An individual project whereby each intern will complete a major project in partnership with a city staff member. This project must be a substantial contribution to the city and the scope of the project will be defined in a written agreement.
- 3) A group project whereby "interns will work together across campuses and city departments to meet a challenge determined by city staff and the City Internship Advisory Board (CIAB)."

The aim of the program is to challenge, inspire and empower students to engage in the community. It will also provide the training, tools and models to create

effective leaders now and in the future. The City Internship is an opportunity to build bridges across campuses, across the city and across the community. Since the forecast for the next decade calls for a large number of retirements in the public sector, this program is also an opportunity to address a growing need to increase the number of young people interested in public-sector careers. As such, it represents an innovative collaborative effort between higher education and local government, made possible in large part, because of the continued success of the Action Research Center and the activities it regularly sponsors.

Registered student organizations such as the Black Student Union, CLASE (the Council for Latin American Student Enrichment), the Sierra Student Coalition, Habitat for Humanity, Amnesty International, Renegades, and other groups pursue social justice aims in less formal but not insignificant ways. One noteworthy program that bridges the gap between the formal and the co-curricular is the University's Summer Enrichment Program (SEP). SEP focuses on three major areas involving the professional, academic and personal growth of the participants. As a part of the program, students receive formal professional training, learn from diversity workshops, have an internship and participate in volunteer activities, including a final social service project. Workshop topics include self-image, financial literacy, leadership, positivity and the presentation of one's skills. There is also a cultural dining component to the program. Once the students complete the program, they receive a merit loan to use for any academic purpose.

Suffice it to conclude that the University's commitment to providing a four year undergraduate experience that stresses the importance of social responsibility, embracing diversity, and navigating the complexities of global citizenship is strong and is in evidence throughout the curricular and co-curricular offerings it presents to students. These values reinforce rather than conflict with students' career aspirations, and as the alumni surveys we've noted state, graduates themselves voice appreciation for the competencies they have been able to develop during their years at the institution.

*4d. The organization provides support to ensure that faculty, students, and staff, acquire, discover, and apply knowledge responsibly.*

*Academic Support for the development of student skills and attitudes fundamental to the responsible use of information.*

As has been noted earlier in this discussion, much of the University efforts to promote the acquisition of information literacy among our students are centered among the library faculty who reside within The Ames Library. The Library faculty includes nine members and 10 full-time staff. The library building, completed in 2002, is a flexible facility, fully wireless, and home to the collaborative technology center in its Thorpe Center. With access to over 58,000 online journals and some 100 databases, its resources are available 24/7 throughout the world to IWU students, faculty and staff. The library is a member of Consortium of Academic and Research Libraries in Illinois (CARLI), a consortium that consists of 151 academic libraries offering IWU faculty, students and staff easy access to more than 30 million items. The library's information literacy program is an active one, fueled by the findings of an ethnographic research study that demonstrated the shallow understanding of research strategies and lack of critical analysis of documents that is reflective of the generation of students born in the digital age. Library instruction and one-on-one research sessions are a primary means of teaching students to acquire,

discover and apply knowledge responsibly. During the 2009-10 academic year, for example, the Ames librarians taught 136 in-class instruction sessions.

In 2006, The Ames Library adopted its Information Literacy Mission Statement and in 2009, the library created the position of Information Literacy Coordinator to coordinate library instruction efforts. As noted earlier, in the discussion of Criterion 1, the library serves as the copyright information center for the campus and actively works with teaching faculty and the Provost's Office in educating about plagiarism. The IWU Student Handbook contains the IWU statement on Plagiarism

(<http://www.iwu.edu/judicial/handbook/StudentHandbookPolicies.shtml#Plagiarism>.) At the same time, The Ames Library faculty regularly provides instruction on plagiarism to both faculty and students. The library maintains a subscription to RefWorks, a citation management tool, and using RefWorks can assist students in accurately citing scholarly references and avoiding plagiarism. Tutors at the IWU Writing Center also offer assistance with reviewing student writing and can help students avoid plagiarism incidents. <http://www.iwu.edu/writingcenter/>

The Higher Education Opportunity Act enumerates specific requirements that all Higher Education institutions receiving federal funding are expected to enforce with respect to copyright law. Those requirements include:

1. An annual disclosure to students describing copyright law and campus policies related to violating copyright law.
2. A plan to "effectively combat the unauthorized distribution of copyrighted materials" by users of its network, including "the use of one or more technology-based deterrents".
3. A plan to "offer alternatives to illegal downloading".

At Illinois Wesleyan University, we comply with the first mandate by describing and publicizing copyright law and policies related to its violation on Library and IT web sites. In addition, in concert with the Dean of Students Office, information is regularly shared about copyright and rights & permissions issues on an annual basis. We comply with the third requirement through posting several links to free music via the Library copyright site, and with offerings through Student Affairs for movie viewing opportunities through Swank (a major non-theatrical movie and online CE/CME education distributor, and public performance licensing agent).

<http://www.swank.com/#ixzz1bEnC9vQu>

Previously we complied with the second requirement by routinely investigating and responding to all DCMA violation reports, and through some traffic shaping. For a university of our size, the number of these violations was not huge, but it was large enough that Library and Office of Information Technology administrators were regularly responding to complaints. Now we have fully complied with the second requirement by installing a firewall appliance called Palo Alto, which limits and blocks peer-to-peer file sharing. This effectively stops illegal downloading.

As was discussed with reference to Criterion 1, the Office of the Associate Provost of Academic Planning and Standards handles plagiarism cases. The table below offers a list of the number of cases handled by the office for Academic Years 2000-2011.

Academic Year	Number of Cases
2000	17
2001	15
2002	9
2003	15
2004	15
2005	9
2006	12
2007	8
2008	13
2009	16
2010	12
2011	10

### *Procedures Regarding Ethical Conduct Involving Research and Instructional Activities*

The work of the University Institutional Review Board (IRB) and the Institutional Animal Care and Use Committee (IACUC) was also discussed with reference to Criterion 1. Suffice it to note that over the last four years the IRB process has changed considerably and has become very “researcher-friendly.” The process for writing the IRB application, processing it, reviewing and commenting on it has evolved from a less standardized procedure to a more standardized one. Online electronic forms are available on our website and detailed instructions are given in a step-by-step process to assist researchers before they send in their final applications to the IRB. Since everything is handled electronically, applications can be reviewed, commented on, and sent to applicants in a timely manner (10-14 days). The entire process is transparent, except for the identities of reviewers. If student research is involved, the IRB requires a faculty sponsor who reviews the research and instructs the student in completing the application before sending in a joint application. This insures that the student learns the reason for the process and that the instructor is cognizant of the anticipated research. The IRB works with faculty regarding individual students who are taking senior seminars, honors, and independent studies, as well as classes engaged in a single class project (as is true of research methods courses). Recent IRB statistics listed below offer a snapshot of the scope of the activities of the IRB over the past few years.

<b>Table : Recent IRB Statistics</b>	
Fall 2010	
Faculty/Staff Only	15 applications
Classroom Projects	117 students
Individual Students	14
AY 2009-2010	
Faculty/Staff Only	17 applications
Classroom Projects	103 students
Individual Students	23

AY 2008-2009	
Faculty/Staff Only	31 applications
Classroom Projects	132 students
Individual Students	12

### Category definitions:

**Faculty/Staff Only:** IRB Research Applications: Projects developed and implemented by faculty and/or staff for their personal and/or institutional (IWU) research.

**Classroom Projects:** Faculty Sponsored Research in Collaboration with students, either class-related (student teacher self-study, senior seminar, research methods designs, ethnographic field interviews, etc.) or **Individual Projects** (independent study, honors research, internship, etc.)

The Institutional Animal Care and Use Committee (IACUC,) as delineated in the Faculty Handbook Chapter V1-29, oversees the applicable laws and makes sure that the protocol spelled out by the United States Department of Agriculture (USDA) and the United States Public Health Service (PHS) guidelines, as well as other relevant agencies is followed. The committee is responsible for overseeing and regulating the use of all live vertebrate animals at the University.

### *Conclusion*

We believe that the University can be demonstrably proud of its efforts to promote the importance of acquiring, discovering, and applying knowledge throughout one's lifetime as a fundamental principle of liberal inquiry, the core value that is expressed throughout its Mission statements. All significant University constituencies understand the importance of this value and it is operationalized through important curricular and co-curricular initiatives. The University's General Education program, for example is not only robust and comprehensive, but its second language and diversity requirements for all students speak to the increasingly diverse and globalized nature of twenty-first century life. The multiplicity of internships that are offered and the opportunities for students to engage in undergraduate research and scholarship communicate the shared understanding that lifelong learning occurs in formal and applied settings, and that the skills required to cultivate a life of the mind need to be consistently nurtured. Faculty reinforce a belief in the importance of sharing ideas while generating new ones through their scholarship and research, and they work directly with students through research honors, independent studies, and senior seminars to cultivate and support their efforts to pursue active intellectual engagement. There certainly are challenges the University community needs to confront to improve upon its performance in facilitating lifelong learning. The financial aid pressures students and alumni confront can have a deleterious effect upon successfully pursuing one's learning goals. Engaging in formal research and scholarship requires time and access to financial resources, and the University needs to do a better job of ensuring that more faculty have the opportunity to assist students pursuing undergraduate research projects and that such activity is rewarded as a fundamental component of one's work. And, while the accomplishments of the IWU faculty are as varied as they are impressive, having more time to pursue one's research agenda would further assist faculty who struggle with the conflicting pressures of a significant teaching load coupled with significant institutional expectations for successful scholarly engagement. Finally, the importance of engaging in free inquiry so as to share ideas and create new ones can be more heavily stressed in staff publications and the Student Handbook. A list below summarizes these strengths and challenges as they relate to Criterion 4.

*Strengths:*

Student surveys indicate a basic understanding of the importance of a life of learning while the level of academic achievement expected of students is high.

A strong general education program prepares students with the skills necessary to successfully negotiate a world that is becoming increasingly diverse, technologically sophisticated, and globally complex.

Career Counseling is effective and comprehensive.

Students pursue numerous internship and study abroad opportunities.

There is strong alumni satisfaction with the quality of their undergraduate experience and alumni have demonstrated significant professional success in their future endeavors.

*Challenges:*

Greater institutional support for undergraduate research will be required if even more students are encouraged to pursue such opportunities.

Greater institutional support for faculty scholarship and research will be necessary to allow more faculty to successfully pursue their scholarly goals.

The importance of protecting and encouraging free inquiry as a fundamental component of lifelong learning needs to be better communicated in University materials, particularly the Student Handbook and staff publications.

More educational opportunities for staff at various higher education levels need to be implemented.

Conclusion: Illinois Wesleyan University has successfully met the standards enumerated in Criterion 4.