Assurance Argument

Illinois Wesleyan University - IL

7/29/2016

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

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

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

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

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

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

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

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

A number of mission-driven initiatives concerning diversity, engaged citizenship, social justice, and personal development extend beyond the classroom. One example is the Alternative Spring Break program that directs the efforts of 25 to 30 students in site-based service-learning during the spring break period. Students take part in service activities and then process their experiences with one another and staff and faculty facilitators. Once back on campus, students share their efforts and learning with the campus at a chapel service presentation. Another example includes the creation of IWU F1rst, an organization whose main focus and goal is to seamlessly incorporate first generation college students into the University and community. In recognition of the University's increasingly diverse student body, this student-driven initiative seeks to "…acknowledge, understand, and enhance the reality of higher education for first generation college students by recognizing their achievement of obtaining an education beyond the secondary level, distinguishing and attending to their needs differing from those of the traditional college student, and continuously presenting resources key to their success as not only an IWU student but a first generation college student."

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

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

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

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

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

Sources

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

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

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

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

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

Sources

- PRES_Commencement
- PRES_OIRP_President_Convocation
- PROV_firstyear_convocation
- PROV_honors_convocation
- VPSA_RESLIFE_Mission_Day

1.C - Core Component 1.C

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

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

Argument

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sources

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

1.D - Core Component 1.D

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

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

Argument

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

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

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

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

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

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

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

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

- Martin Luther King Day celebrations have brought noted speakers to campus to discuss issues of tolerance and social justice. These speakers interact with students, faculty, staff and community members in lectures, workshops and discussions that are held throughout the day. The celebrations include an MLK Fellowship Dinner, National Holiday Gospel Festival, and the MLK Teach-In.

- Theatrical, musical and artistic performances held on campus or supplemental venues (e.g., Bloomington Center for the Performing Arts, Holy Trinity and Wesleyan Methodists churches) are attended by Bloomington-Normal residents and are reviewed in the local media. Exhibitions held by local and national artists, IWU faculty, and students, housed in the University's art galleries, are regularly open to the public. The Lunch and Learn Series, co-sponsored by Illinois Wesleyan, McLean County Museum of History, Bloomington Public Library, and Collaborative Solutions Institute, regularly offers sessions featuring IWU faculty and staff sharing their interests and research with the local community. The University is pleased to welcome the public to hear the numerous speakers and performers from around the country and around the world who come to the IWU campus. Many of these performances are offered free of charge.

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

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

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

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

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

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

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

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

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

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

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

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

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

Sources

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- PRES_OIRP_Events_and_Performances
- PRES_OIRP_global_brigade
- PRES_OIRP_Hansen_Polling_Place
- PRES_OIRP_ISLWE
- PRES_OIRP_Lunch_and_Learn_Series
- PRES_OIRP_Mega_Recycling_Event
- PRES_OIRP_Merwin_Wakeley_Galleries
- PRES_OIRP_mini_masters
- PRES_OIRP_Mission_Statement
- PRES_OIRP_MLK_Fellowship_Dinner
- PRES_OIRP_MLK_Gospel_Festival
- PRES_OIRP_produce
- PRES_OIRP_Safe_Water
- PRES_OIRP_Shirk_Center
- PRES_OIRP_SoN_Clinical
- PRES_OIRP_SoN_Internships
- PRES_OIRP_SoN_Spain
- PRES_OIRP_tool library
- PRES_OIRP_track_your_life
- PRES_OIRP_Typhoon_Yolanda
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- PRES_Vision_Statement

1.S - Criterion 1 - Summary

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

Summary

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

Challenges

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

- The implementation of *IWU 2020* has been questioned due to the University's significant enrollment management and budgetary challenges and the resources that may be required to enact a number of the plan's strategies.

- In light of the reduced number of faculty and staff, the proliferation of committees and task forces to perform ongoing or routine University operations has led to a sense of committee fatigue.

- Growth in the number of new and returning international students has created challenges for the International Office in terms of both fiscal and human resources.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A. The University upholds and protects its integrity. The moral and ethical principles embraced by the University are pervasive within its mission documents, which are reflected in the policies and processes for the governing board, administration, faculty, and staff.

Adherence to the values within the University's mission documents occurs because of the close communication among the Board of Trustees (BOT) and University constituencies. Board of Trustees meetings regularly include representatives from Student Senate and Staff Council, and four members from the faculty, including the chair of the Council on University Programs and Policy (CUPP), the primary representative governance body of the faculty. Other constituency representatives are invited to give presentations when their efforts are deserving of recognition, comment, and discussion. Reports from BOT meetings are circulated via email to faculty and staff.

Communication among administrative units is also vital to the University in maintaining the integrity of its operations. As noted in the organizational charts, vertical lines of authority generally lead to the vice presidential level, where leaders manage their units with a noticeable degree of autonomy. At the same time, the Vice Presidents and the Provost and Dean of the Faculty report directly to the President and meet with him on a frequent basis as a group while they also constitute significant membership within the President's Cabinet. All members of the Cabinet, including the chair of CUPP who serves as faculty representative to the Committee, are responsible for submitting unit- and mission-driven goals at the beginning of the year which are assessed at the end of the academic year. The President summarizes this information in a report given to the Board of Trustees. The President's Cabinet, which meets on a bi-weekly basis throughout the academic year, further serves as a space whereby leaders from the various units share information with one another and offer advice on matters of collective importance to the institution. Communication among academic units occurs in a similar fashion. CUPP representatives are elected from their respective divisions and the Council advises the Provost and the President on matters brought to its attention by the President, the Provost, any member of the Council or any member of the faculty.

Transparency is also evident within the Strategic Planning and Budgeting Committee (SPBC) and the University Council on Diversity (UCD), mentioned previously in Criterion 1.C. These campus-wide structures were designed to include representation from the major campus constituencies, the SPBC including staff, student, trustee, faculty, and administration representatives, the UCD including staff, student, faculty and administration representation. These structures facilitate the implementation of planning and budgeting as defined and guided by the principles within the mission documents.

Furthermore, they include the comprehensive representation necessary to further the communication of values that are consistent with our mission.

Many of the rights, responsibilities, and protections offered to members of the University community are enumerated within a series of handbooks, designed to address the needs of specific University groups. The *Student Handbook,* for example, includes regulations and policies affecting students and is available online to all students. Portions regarding academic components are repeated in the *University Catalog*. The policies and procedures that it documents address both the academic and social aspects of student life, as it includes policies involving harassment and intolerance, sexual harassment, students with dependents, anti-hazing, the course syllabus, attendance and grading, class meetings and final examinations, course loads, grades and standards, exceptions to academic requirements, grade appeals, student conduct and academic integrity, cheating, plagiarism, student records, student access, and withdrawal from the University. As the *Handbook* makes clear, students are required to abide by University regulations on campus, on University-affiliated areas and at all University functions.

The *Faculty Handbook* similarly contains policies and procedures regarding the conduct of the University faculty including general faculty meetings, standing committees, and faculty personnel policies (faculty appointments, tenure and advancement, post-tenure review, complaints and grievances, and separation from the University). Faculty responsibilities, resources and related policies are also outlined (including those involving teaching, academic advising, and related activities, leaves, professional travel and grant opportunities). Other University statements that form a portion of the *Faculty Handbook* include the American Association of University Professors (AAUP) Statement on Professional Ethics, and policy statements concerning information technology, alcohol and drug use, sexual harassment, and statements regarding the conduct of research. Finally, the faculty elected Hearing Committee conducts informal proceedings and formal hearings concerning grievances brought against faculty members or members of the academic administration, reviews of the procedures related to due process of the Promotion and Tenure Committee, or dismissals for cause.

The *Exempt* and *Non-exempt Staff Handbooks* function in a similar manner as the *Faculty Handbook,* documenting employment policies, hours, wages, employee benefits, safety issues, a code of conduct, general information, and institutional policy statements. A whistleblower policy is in effect for all members of the University community and is publicly accessible on the University resources webpage and is included in faculty, staff and student handbooks. The policy allows for anonymous reporting by calling the Campus Conduct Hotline toll-free at 866-943-8757. The fact that the policy includes Board members as well as students, faculty, and staff, and covers areas as divergent as employment, athletics rule violations, financial improprieties, safety and security, and student concerns is noteworthy, as is its clear delineation as to whom one should report an alleged violation, along with the language indicating a process for adjudicating complaints resulting from incident disclosure. As noted in Criterion 1.C., the Bias Incident Reporting Protocol was adopted in 2013 to compile general information regarding the frequency of campus discrimination incidents and the speed of their resolution.

Of primary importance to a residential community is its ability to maintain security and safety. To this end, the Office of Security works closely and in harmony with the local police and non-police community service agencies and insures that the University is in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the federal law that requires colleges and universities across the country to disclose information about crime on and around their campuses. A link to campus crime statistics on and around campus is accessible from Security office website. Additionally, beginning in 2014, a campus safety newsletter, *The Safety Pin,* is circulated via

email at the beginning of each semester. In 2013, in response to the passage of Illinois Concealed Carry Legislation, the University reviewed its campus weapons policy and continues to prohibit weapons on campus. Under the exemption provided to universities, signage prohibiting guns in buildings was implemented.

It should be noted that over the 2014-2015 academic year, a number of campus-wide initiatives were enacted to ensure that IWU had policies and practices that prevent sexual assault, provide support for survivors of assault, and effectively guide investigation of incidents on campus. The Sexual Assault Outreach webpage was established, which provides detailed definitions concerning sexual misconduct, sexual violence, and consent. In addition, a Sexual Assault Reporting Guide was provided to all faculty and staff members to assist victims of sexual misconduct. These initiatives are also in response to Strategy II.E4 in *IWU 2020*: Students will be knowledgeable about the safety risk factors associated with sexual assault and understand the resources for support, reporting, and advocacy. In January 2015, the Division of Student Affairs hosted a "Sexual Assault Prevention Summit" with the intent of strengthening collaborations among community partners. The summit included representatives from local hospitals, advocacy groups, law enforcement and universities and included strategies and resources for working with victims of sexual assault.

The Chair of the University Safety Committee consults with campus departments to assure that federal guidelines for safety are met in the workplace, including correct labeling and the disposal of chemicals, and appropriate laboratory safety regulations are being followed. In addition, each employee of the University receives training upon hire concerning the maintenance of a safe and healthy working environment. Other initiatives include the Hazard Communication Program (i.e., hazardous material inventory, Material Safety Data Sheets, proper labeling) and personal protective measures regarding blood-borne pathogens. Since 2013, ongoing training for physical plant managers has become systematized. In July 2015, all members of the physical plant were mandated to attend safety training sessions relevant to their work environment which were provided by an outside consultant.

The University also recognizes the requirements of Title IX legislation and its Title IX coordinator, the Associate Provost, is in charge of handling Title IX complaints. During the 2014-15 academic year, an online Sexual Misconduct Prevention Training module was conducted for faculty and staff. Using scenarios drawn from higher education, the survey was tailored for classroom and workplace settings. Training for new faculty and staff is part of their orientation to the university. All employees will participate in ongoing training through the biennial online training, as well as annual training for faculty and staff in supervisory positions.

Additional areas require federal compliance as well. For example, the University Librarian serves as Copyright Compliance Officer and library faculty and staff members help the institution by assuring copyright compliance for materials used in classes as well as for the promotion of faculty research. In addition, faculty, administrators and an external community member serves on the Institutional Review Board, while the activities of the University animal facility are monitored by staff veterinarians from the community who work with the chair of the Institutional Animal Care and Use Committee. Additionally, the University has taken steps to ensure compliance with the Illinois Abused and Neglected Child Reporting Act (325 ILC 5/4), which expanded the definition of mandatory reporters to include all University employees. Through a series of emails and campus newsletters in Fall 2012, the campus community was informed of the new policy and acknowledgement forms were collected from all employees, including student workers and vendors who contract with the University. Ongoing compliance is accomplished via the Human Resources, Financial Aid and Physical Plant offices through orientation sessions for new employees and vendors.

Aditionally, the Division of Student Affairs adheres to the American College Personnel Association's

(ACPA) Ethical Principles and Standards and to the Council for the Advancement of Standards in Higher Education (CAS) Statement of Shared Ethical Principles. As noted later in Criterion 4A.1, the Division of Student Affairs conducts regular, on-going reviews using CAS criteria.

Finally, the University takes its obligations under the Family Education Rights to Privacy Act (FERPA) seriously. During First-year Orientation and other public events at the beginning of each academic year, students, parents and faculty are apprised of the rights of students with respect to the protection of students' confidentiality regarding the sharing of records and information. When parents contact faculty or administrators with concerns involving their students, they are immediately informed as to the importance of maintaining confidentiality between the student and the University official, which in many cases restricts what can or cannot be shared with the parent.

In situations where a clear course of action is not always in evidence, IWU retains an outside University attorney, who provides available legal counsel. The use of an annual independent audit, performed by KPMG LLP, whose reports are regularly reviewed by the Board of Trustees, is an additional example of institutional reliance upon independent external expertise for the purpose of insuring the integrity of its internal policies and procedures.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

2.B. Illinois Wesleyan University utilizes a number of electronic and print media communications to publicly present the institution's programs, requirements, faculty and staff, costs to students, and accreditation relationships. All media communications are consistent with the University's core values as described in the mission documents and are frequently assessed to ensure their integrity.

The *IWU Catalog* documents the academic standards, policies, costs, program requirements and course descriptions of the University. The *Catalog* is reviewed and edited annually under the supervision of the Associate Provost for Academic Planning and Standards in conjunction with the Associate Dean of Curricular and Faculty Development and the Registrar. Actions and minutes from the Curriculum Council and regular meetings of the faculty are reviewed for curriculum and policy changes throughout the academic year. After the final faculty meeting in April the updated catalog sections are distributed to the appropriate departments for review. The *Catalog* is published every year on or around August 1st. It is distributed in hard copy to all faculty, staff and new students and is published on the University's website.

Web Communications

The Illinois Wesleyan website is the primary public medium for external audiences to gain access and information about the University and is also widely used by internal audiences. The current website was launched in July 2014 after a two-year long internal development process that engaged the campus-wide Web Advisory Group, the Communications and Engagement Strategic Plan Work Group, the President's Cabinet and Board of Trustees.

The Office of Communications (OC) is responsible for the website's overall design and content creation for the home page, level 2 pages and other key informational pages. The OC directs and guides the development of department level website content, working closely with Academic Affairs, academic departments, the Office of Admissions, the Office of Institutional Research and Planning and administrative offices, to ensure the accuracy of information. The OC's Assistant Director for Electronic Communications (ADEC) provides guidelines and assistance to the more than 60 individual web managers who manage content on academic and administrative department webpages. The Office of Information Technology Services (ITS) provides programming assistance and other technical expertise and content management training for web users. The campus-wide Web Advisory Group is co-chaired by OC and ITS. In addition, The Ames Library, through Digital Commons, makes available selections of outstanding student work, faculty research, and University records, including recent works that only exist electronically as well as digital surrogates scanned from the University archival collection.

A link to statements of accreditation and non-discrimination is found on the footer of every webpage and on the Office of Institutional Research and Planning website.

Social Media Communications

The Assistant Director for Electronic Communications also manages the University's Facebook, Twitter, YouTube and other social media sites and has authored guidelines for independently managed social media sites to help ensure consistency and accuracy of information. Communications Office and other departments (Admissions, Alumni, Advancement) post information and announcements of interest and value concerning campus events and the accomplishments of faculty, students and alumni, etc. The ADEC continually monitors these sites and responds appropriately to questions or complaints.

Email Communications

The Office of Communications also publishes several versions of CampusWeekly, an electronic newsletter, which is emailed to students, faculty, staff, alumni and community supporters Monday mornings during the school year and bi-weekly during the summer months. These emails promote the scholarship and achievements of our students and faculty and inform the community about noteworthy events taking place during the week and other information of value. In addition, a monthly version of this newsletter, with tailored content, is sent to high school counselors and prospective and admitted students. The Office of Admissions reviews the content material.

Publications and Promotional Materials

The Office of Communication, working collaboratively with the Office of Admissions, Academic Affairs, academic departments and others, creates publications and promotional materials that are designed to accurately reflect the rigor of the academic programs, present accurate cost and financial aid information, and accurately portray the culture, mission and values of the institution. Selected admissions brochures contain statements of accreditation and non-discrimination along with other important information on the back cover of these publications.

Alumni Magazine

Illinois Wesleyan University Magazine, the flagship publication of IWU, is distributed quarterly to 26,000 alumni, friends, parents, faculty, staff and students. The University also produces an online version of the magazine that provides highlights of each issue as well as links to past issues.

To communicate effectively with alumni and other constituents, IWU strives to create strong, lasting impressions through stories about and images of the University's achievements, aspirations and values. These stories inspire our readers to become effective ambassadors of IWU and to feel more strongly invested in its continued success.

Internal and external surveys of our constituents show that their decisions to support IWU are greatly influenced by how their perceptions of our achievements and excellence. We tell stories that convey the successes – as well as the struggles – of our students, faculty and alumni and why those successes are important not only to the institution but to society as a whole. Because of its long and trusted relationship with our readers, University leaders regard the magazine as a credible and effective source for conveying core institutional messages. Our Advancement Office has relied on it to help promote the goals and recognize successes of the University's recent $125 million *Transforming Lives* capital campaign.

The magazine is also considered an essential vehicle for reaching prospective students. The Admissions Office regularly orders hundreds of extra copies sent to top prospects, and various schools and departments regularly request reprints to distribute to their constituents and prospective students. The Alumni Office also regards it as an essential vehicle to convey news about the goals and

work of our Alumni Association, as well as events such as Homecoming.

Student Handbook

The *Student Handbook* is intended to inform the Illinois Wesleyan University community about policies and procedures concerning students. It consolidates information from many sources on topics ranging from academic processes to University services. It seeks to assist in the orientation of new students and to provide all students with an up-to-date reference on significant matters relating to University life.

Parent Outreach

The University uses a variety of methods to communicate with its students' parents. In addition to the University Catalog and Student Handbook, in fall 2013, the Parent Portal service was launched by Information Technology Services. Every parent of an IWU student has access to the Parent Portal, which contains news and events of interest to parents. However, access to certain student information is restricted by FERPA unless the student grants access. The Parent Board, a group of Illinois Wesleyan parents who aim to assist students and strengthen the parent-University relationship, is another avenue of communication. Frequently, e-Parent newsletters are sent to a subscriber list. Similarly, a returning student letter which highlights the events of the summer and communicates policy changes is mailed to the home address each July.

Institutional Research & Planning

The Office of Institutional Research and Planning (OIRP) is an important University resource for a wide array of data elements for both internal and external purposes. Subjects include the following:

- Admissions Demographics and Information
- Demographics of students, faculty, and staff
- Retention and Graduation Rates
- Majors of Graduates
- Degrees Awarded
- Continuing Education and Full-Time Employment Rates
- Revenues and Expenditures
- Endowment Market Value
- Operating Budget
- University Fees
- Financial Aid
- Class Size

The OIRP also provides two webpages concerning the Higher Learning Commission (HLC) Accreditation Statement (also in the *Catalog*) and the HLC Reaffirmation of Accreditation process. Individualized accreditation information concerning education, music, and nursing are available in the *Catalog* and on discipline-specific webpages.

Tuition, Fees, Room and Board Costs

Costs concerning the University's tuition, fees, room, and board are reported in the *Catalog*, as well as the financial aid webpage. This webpage also provides students with a Net Price Calculator, which is designed to provide an early indication of how much and what types of financial aid students might qualify for if they attended IWU full-time. In addition, the University's costs are also available in a

number of marketing materials and in the University's Common Data Set via the Office of Institutional Research and Planning's webpage.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1. According to the By-Laws of the Board of Trustees (BOT) of Illinois Wesleyan University, the affairs of the University shall be managed by the BOT, which includes the adoption of policies and provision of resources for carrying out a program of higher education based on the liberal arts. The President of the University and the President's staff shall implement the policies and programs.

There are 43 active members of the Board: four *ex officio* members, each with voting power, and 39 elected members. The Illinois Great Rivers Conference of the United Methodist Church shall confirm three of the elected members. At least one of these three shall be an alumnus of the University and a preference shall be made known to the Nominating Committee that one of these three shall be a member of the clergy. At least twelve members of the Board of Trustees shall at all times be alumni. Efforts are made to select Trustees to represent McLean County, Illinois outside of McLean County, and a national and international component. Trustees serve a three-year term and receive no compensation for their services, but are reimbursed for reasonable expenses incurred.

The Board of Trustees generally holds three regular meetings each year, with the option of specially called meetings as needed. Several committee meetings and a Student Senate report accompany each regular meeting. A periodic Board orientation is scheduled as necessary. The Executive Committee of the BOT meets four times a year.

2.C.2. The decision-making processes of the BOT are organized through four standing committees, each with specifically defined functions, membership, and organization. Additionally, a number of subcommittees have been formed to address specific issues including diversity initiatives, farm investment, and social responsibility investment oversight. The minutes of all committee meetings are distributed to all members of the BOT. Administrative officers, as assigned by the President, provide insights from campus constituencies to standing committees that consist of the following:

- **Committee on Academic Affairs:** Reviews all faculty advancements in rank and tenure, requests for leaves of absences, honorary degree selection, proposals concerning new degree offerings and anything specific to the organization or dissolution of any department, division, or school.
- **Committee on Campus Life:** Assesses the campus atmosphere, the extra-curricular program, and intercollegiate athletics within the students' perspective as well as others directly

concerned.
- **Committee on Business Affairs:** Reviews the annual budget, financial reports, investment policies, and the condition of the physical plant. The Committee also arranges for an annual audit of the financial statements by a certified public accounting firm.
- **Committee on Advancement:** Develop and recommend plans and policies, both short- and long-range, designed to represent the University to its constituencies and elicit from them the maximum support.

In addition to attending to their formal responsibilities on campus, Board members' engagement with external constituencies has a significant impact on their planning and decision-making processes. Many members organize and host alumni events, engage in civic activities, and frequently interact with employers, politicians, and supporters of the University. These and similar engagements provide a greater understanding on recent developments and innovations within higher education, employment, and local and federal governments.

2.C.3. An essential component of service to the University is the preservation of independence from undue influence from various external parties. On an annual basis, the members of the Board, University officers, and selected faculty and staff are required to read and sign the Conflict of Interest Statement. These forms are reviewed by the Executive Committee of the Board of Trustees. As noted in the Statement, those who have important fiduciary responsibilities and serve in a public-interest role should:

> …conduct all affairs of the institution in a manner consistent with the highest ethical standards. Decisions of Board members, Officers and selected faculty and staff of the University should be made solely on the basis of a desire to promote the best interest of the institution and the public good. Care should be taken to avoid conflict of interest – and the appearance of conflict of interest – between decisions and actions that benefit the institution and those benefiting involved individuals. This same concept extends to all persons employed by the institution, regardless of position.

2.C.4. As stated in Article VI in the By-Laws of the Board of Trustees, the President is the chief executive officer of the University. The President is responsible to the Board for the implementation of the policies it adopts and, subject to the authority granted by the Executive Committee, may create and fill any administrative or academic office deemed necessary to the effective functioning of the University. The President is the official medium of communication between staff and the Board and between students and the Board, and, subject to authority granted by the Board, enters into salary contracts, institutional memberships, and other matters on its behalf.

The President, with the Vice President for Business and Finance, is responsible for preparing and submitting a proposed annual budget to the Board through the Committee on Business Affairs, and for seeing that the adopted budget is wisely administered and faithfully followed. The President, with the Provost and Dean of the Faculty, makes recommendations to the Board through its Committee on Academic Affairs regarding all advancements in faculty rank, advancements to tenure, and leaves of absence, but it is expected that the faculty oversee academic matters. Specifically, as referenced in the *Faculty Handbook* in Article I, the faculty are responsible for the following:

- The selection, retention, promotion, and economic status of faculty.
- The academic freedom of individual faculty members to determine and pursue their own teaching and research, and their unencumbered participation in the political and social life of the wider community.
- The review and maintenance of a curriculum.

- The establishment of the standards of admission, separation, achievement, and graduation of students.
- Personal contact with and counsel to students.
- Planning for the academic and fiscal future of the University.
- Assistance in the selection of the President of the University and others concerned with academic affairs.
- Encouragement of responsible student participation in the University community.

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2.D. The Illinois Wesleyan University mission documents contain clear language that provides evidence concerning the University's commitment to freedom of expression and the pursuit of truth in teaching and learning. Representative statements from the Mission and Vision Statements affirming this commitment include:

> *"The Illinois Wesleyan experience 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 of our students, we help students to follow a wide range of career and life paths…"*

> *"A tightly knit, supportive university community…both challenges and supports students in their personal and intellectual development."*

> *"Students will be encouraged to develop their capacities, cultivate their individual talents, and pursue multiple interests, in a manner that fosters self-confidence coupled with humility."*

Article II in the Faculty Constitution provides a strong position concerning academic freedom:

> "The faculty of Illinois Wesleyan University shall be afforded academic freedom and due process. Academic freedom is the freedom to teach, both in and outside the classroom, to research and to publish the results of those investigations, to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Professors should also have the freedom to speak to any matter of social, political, economic, or other interest to the larger community, subject to the academic standard of conduct applicable to each. The faculty endorses the principles set forth in the Statement of Principles on Academic Freedom and Tenure appearing as Annex I to this Constitution, and as endorsed by the American Association of University Professors, and the Association of American Colleges. It is noted that the Board of Trustees of Illinois Wesleyan University has adopted certain procedures from this statement (see Annex II By-laws of the Board of Trustees, Sec. 2.01C). Other procedures adopted from time to time to implement this constitution shall afford prompt resolution of the matter(s) involved."

Additional evidence concerning the University's commitment to freedom of expression is found in the faculty's adoption of the AAUP's Statement on Academic Freedom in Artistic Expression and the inclusion of the 1940 Statement of Principles of Academic Freedom and Tenure in the Faculty Constitution. In response to the censorship of a student during a performance poetry act, the IWU Chapter of the AAUP disseminated a letter to the University community concerning their disapproval of the incident and what should take place in the form of policy for reconciliation. As a result of their advocacy, the faculty passed a motion in November 2011 to include the AAUP statement in the *Faculty Handbook,* which ensures the protection of student work, as well as the work of the faculty.

Sources

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1. The University's Institutional Review Board (IRB) is charged with protecting the safety, welfare, rights, and privacy of all participants in human subjects research that proceeds under the guidance of faculty, staff, and students. The purpose of the IRB is to assure that all human subject research conforms to Federal regulations. Our Policy and Procedures derive from the ethical principles issued by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research in 1979.

The process for writing the IRB application, processing it, reviewing and commenting on it has been standardized. Online electronic forms are available on the IRB webpage and detailed instructions are given in a step-by step process to assist researchers before they send 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 offer a snapshot of the scope of the activities of the IRB over the past few years.

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.

2.E.2. The Ames Library adopted its Information Literacy Mission Statement in 2006 and has a full-time Information Literacy Librarian to coordinate library instruction efforts. The 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 2013-2014 academic year, for example, the Ames librarians taught 185 in-class instruction sessions. Similarly, the Scholarly Communications program works with faculty and students on author rights and ethical conduct in publications.

The Ames Library also serves as the copyright information center for the campus and actively works with teaching faculty and the Provost's Office in educating about academic honesty in writing and research. The *Student Handbook* contains the IWU Statement on Plagiarism. At the same time, The Ames Library faculty regularly provide instruction on how to avoid plagiarism through the ethical use of information to both faculty and students. The library maintains a subscription to RefWorks, a citation management tool that assists 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.

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:

- An annual disclosure to students describing copyright law and campus policies related to violating copyright law.
- 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."
- A plan to "offer alternatives to illegal downloading."

The University complies with the first mandate by describing and publicizing copyright law and policies related to its violation on both the Library and Information Technology websites. In addition, in concert with the Dean of Students Office, information is regularly shared about copyright and rights and permissions issues on an annual basis. The second mandate was secured by installing a firewall appliance called Palo Alto, which limits and blocks peer-to-peer file sharing. This has effectively stopped illegal downloading. The University complies with the third requirement by posting several links to free media via the Library copyright site, and with offerings through the Division of Student Affairs for movie viewing opportunities through Swank (a major non-theatrical movie and online CE/CME education distributor, and public performance licensing agent). In addition, the library subscribes to a growing number of streaming media services that allow licensed access to content.

2.E.3. Issues or questions regarding academic integrity are forwarded to the Associate Provost's Office. The University's policies concerning student conduct and academic integrity are available in the *Student Handbook*. Faculty who wish to file an incident of academic dishonesty should complete a form and forward it to the Associate Provost. Appeals are heard by the Academic Appeals Board, which is convened by the IWU Registrar. The Board follows specific procedures for those hearings. The numbers of cases handled by the office for academic years 2012 through 2016 are as follows:

- 2012-2013 = 25
- 2013-2014 = 23
- 2014-2015 = 36
- 2015-2016 = 1 (as of 10/16/2015)

Sources

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- PRES_OIRP_academic_integrity_report
- PRES_OIRP_ethnographic_research
- PRES_OIRP_IACUC
- PRES_OIRP_information_literacy
- PRES_OIRP_IRB
- PRES_OIRP_IRB_statistics
- PRES_OIRP_librarians_in-class_sessions
- PRES_OIRP_scholarly_communications
- PRES_OIRP_student_handbook_academic_policies

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Illinois Wesleyan University operates with integrity, which is founded in the moral and ethical principles within its mission documents and reflected in the policies and processes for the governing board, administration, faculty, and staff. The deliberation process of the University's governing board considers all constituencies in its decision-making, within the context of promoting the best interest of the institution and the public good. The Board delegates the management and academic functions of the University to the administration and faculty, and successfully protects itself, as well as its leaders, from undue influence via the Conflict of Interest Statement. The University's strong commitment to freedom of expression, pursuit of knowledge and truth, and the responsible application of knowledge is evident in the policies and practices described for all of IWU's constituencies.

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

Challenges

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

- Individual University webpages and handbooks should make more explicit references to the language used in mission documents when situations merit that connection.

- The University should continue to evaluate and enhance its website. The University's decentralized process for website content management has resulted in inconsistent or untimely messages. Additionally, campus units sometimes fail to look past immediate needs toward preservation of important permanent records. Without a fully implemented Records Management program, this situation will likely deteriorate further as fewer documents are produced in paper format.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

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_assessment_committee
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- PRES_OIRP_curriculum_council
- PRES_OIRP_degree_requirements
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- 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

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

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 Arnove; 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.

	Students	Posters	Oral Presentations	Art/Music
2012	167	86	51	6
2013	172	99	51	6
2014	143	73	49	6
2015	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.

Faculty Scholarly and Artistic Productivity				
Academic Year	2012-2013	2013-2014	2014-2015	2015-2016
Journal Articles, Book Chapters & Reviews	77	78	71	52
Books	8	6	10	8
Conference Presentations	5	7	9	1
Creative & Artistic Work	15	13	9	5
Editorial Boards	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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3.C - Core Component 3.C

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

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 1st, 2014 and January 12th, 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.

	2012-2013	**2013-2014**	**2014-2015**
Total Travel Expenditures	$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.

	2012-2013	**2013-2014**	**2014-2015**
Total ASD Grants	$74,036	$62, 123	$87,481
Number of Faculty	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.

	2012-2013	**2013-2014**	**2014-2015**
Total CD Grants	$26,000	$12,000	$26,999
Number of Faculty	13	6	12
Total ID Grants	$900	$500	$1800
Number of Faculty	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

- 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

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

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 155Mbs to 1Gbs 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

Internships	FY 2012	FY 2013	FY 2014	FY 2015
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_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

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

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 intellectually 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

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- 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

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

Summary

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

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1. As mentioned briefly in Criterion 3.C.1., the University established an external review program in 2007, which provides the opportunity for academic units to reflect on their curriculum and explain how it relates to the University's mission. Each unit defines the specific objectives of the review before beginning a self-study process. Benefits of external reviews include enhanced communication between academic administrators and academic units, intra-departmental dialogue, and ultimately greater administrative support and understanding regarding the work within the unit. Each external review includes a comprehensive faculty-driven self-study, an external review by two to three colleagues from other institutions, and an academic unit's response to the external reviewers' report, including an action plan. More details concerning the self-studies, external reviews, and academic unit review schedule are available via the [external review guidelines and objectives](#). Examples of [completed reviews](#) are also available.

The assessment of student learning goals within the academic units is detailed in Criterion 3.C.1, as is additional information concerning the Strategic Curricular Planning process. The General Education assessment process is described in Criterion 3.B.2.

Aside from the aforementioned student learning goal assessment processes that are addressed on an annual basis, the IWU faculty recently approved a new comprehensive review of the General Education program. Over the 2014-2015 academic year, the Curriculum Council appointed a General Education Review Task Force. The Task Force's charge includes the following elements in accordance with the University's mission 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, capacity for integrative learning, and the degree to which the program 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.

Program reviews are undertaken in non-academic affairs areas as well. For example, the University's student affairs division conducts an ongoing assessment of specific areas using criteria set forth by the Council for the Advancement of Standards in Higher Education (CAS). As noted at the CAS webpage, the Council "…creates and delivers dynamic, credible standards, guidelines, and Self-Assessment Guides that are designed to lead to a host of quality programs and services. CAS aims to foster and enhance student learning, development, and achievement." Areas that have undergone reviews recently include Arnold Health Services (2014-2015), student activities (Fall 2015), and security (Spring 2016). The Office of Diversity and Inclusion is scheduled for review over the 2016-2017 academic year.

4.A.2. and 4.A.3.

As described in the *IWU Catalog* (69-71), there are a number of conditions that must be satisfied in order to receive college credit earned prior to high school graduation, such as Advanced Placement (AP) and International Baccalaureate (IB). A maximum of eight course units of AP or IB credit will be recognized by the University, four of which may count towards General Education Requirements. For the AP exam, a score of 4 or 5 will receive one course unit of credit. Only Higher Level exams are accepted for the IB, with required scores of 4, 5, 6, or 7. Credit is not counted toward the fulfillment of major or minor requirements.

Course credit transfer for currently enrolled students is also available under certain conditions by request and approval from the Registrar. Considerations include the following:

- Courses must be offered by an accredited institution;
- Courses must be acceptable for credit towards a degree at that institution;
- Courses must be equivalent in rigor and in content (when appropriate); and
- The request for taking courses elsewhere must further a valid educational objective.

Matriculated students can earn no more than four units of General Education credit through a combination of AP, IB, and course transferred from other institutions (except for approved off-campus study programs). Transfer credit is not accepted for the Gateway Colloquium, and online courses may not be applied toward second language or science lab requirements. The department chair or program/school director must approve courses counting toward a major or minor.

Transfer of credits from foreign institutions not affiliated with IWU must be accompanied by an official English language translation of the official transcript and the official course descriptions from the institution's catalog. All requests are evaluated by a transcript evaluation service, which is paid by the student seeking transfer of credit. Credits from affiliated institutions will be accepted based on current institutional procedures without the evaluation service.

Common forms of experiential learning (*IWU Catalog* 54-55) at IWU include individual travel study, internships, and credits in independent study or special topics. The Associate Provost, the Curriculum Council, the student's academic advisor, and one or more faculty members who serve as directors and evaluators of the student's work approve these specialized programs for credit. Project proposals must be detailed and well organized to receive consideration. For example, internships for credit require students to follow the official internship guidelines adopted by the faculty, which includes a minimum of 160 on-site hours for one full-course unit of credit. Additional academic work is also required. Tracking is provided by using the Internship Learning Contract which is completed by the student, on-site supervisor and faculty supervisor before a student is registered for the course. Examples of experiential learning projects are available via the enclosed report.

4.A.4. Prerequisites: If a course requires prerequisites, they must be identified in the Request for Curriculum Council Action form, which is then considered through the CC's proposal review and approval process. Prerequisites are listed with the course descriptions in the *IWU Catalog* and are also enforced within the departments and online registration process. Curriculum Council must approve any changes in course prerequisites.

Rigor of Courses and Expectations for Student Learning: As indicated in the *IWU Catalog* and previously described in Criterion 3.A.1., the University's courses and their respective levels of performance are organized via a numbering system that delineates the expectations of students. The rigor of courses is assured through the faculty governance system and specifically by the Curriculum Council, which provides oversight on all matters concerning the curriculum.Course proposals must include a written rationale (CC HB) concerning the following:

- How does this course fit in with your overall program and faculty/student interest?
- Who will teach the course? How will this course affect departmental course offerings and staffing?
- Are you deleting a course to make space for this one? (If the course cannot be offered at least once every two years, please explain the circumstances under which it will be offered.)
- Why are you offering the course at this level?
- If the proposed course unit is more or less than 1, please explain. (Is this request in line with the University policy on course units?)
- Explain how the library, computer, media or other resources are or are not adequate? (If resources are not adequate, please indicate how they will be acquired.)
- For General Education courses, please read the category/flag description and goals carefully and explain in the proposal how the course meets the criteria for the appropriate category and/or flag. For 300- and 400-level courses, address how the course meets the additional requirements stated in the Criteria column for some categories.
- For May Term courses, explain how the course fulfills one or more purposes of May Term.

Finally, credit at IWU is awarded on the basis of criteria of subject mastery or competence. As noted in the *Catalog* (65-67), the University has established detailed descriptions of the levels of student performance associated with each grade designation and their associated quality points, which determine a student's cumulative grade average.

Access to Learning Resources: IWU has an abundance of learning resources, examples of which were included in Criterion 3.D.4.However, there are a number of important learning resources that present themselves in different contexts previously described.For example, students, faculty, and staff have direct borrowing privileges at over 130 Illinois institutions of higher education through the University's membership in the Consortium of Academic and Research Libraries in Illinois (CARLI).

The CARLI member libraries serve over 94% of Illinois higher education students, faculty and staff. Music students regularly give concerts at the Bloomington Center for the Performing Arts, while Environmental Studies students are able to use Geographical Information Systems (GIS) equipment at Illinois State University. Students interested in pursuing a medical career are eligible to participate in a medical externship. In cooperation with local physicians of different specializations, students engage in a full-time observation of the physician's daily routines including office/clinic hours, hospital rounds, surgery, staff meetings, etc. Pre-professional programs leading to certification in Education and Nursing could not exist without the cooperation and collaboration with community schools and hospitals, respectively, and the nature of this collaboration is discussed in more detail in Criterion 1.D.3.

Faculty Qualifications: The required qualifications for IWU faculty are detailed in the *Faculty Handbook*.These qualifications are also summarized in Criterion 3.C.2., including a description of the evaluation process for prospective tenure-line faculty members. IWU does not have dual credit programs.

4.A.5. IWU programs accredited by specialized accreditation commissions:

School of Nursing: The University's School of Nursing program is accredited by the Commission on Collegiate Nursing Education. The School is also approved by the Department of Registration and Education of the State of Illinois.

Educational Studies: The University's elementary and secondary teacher education program is approved by the Illinois State Board of Education.

School of Music: IWU's School of Music is accredited by the National Association of Schools of Music.

Department of Chemistry: The University's chemistry program is on the approved list of the American Chemical Society's committee on professional training.

4.A.6. Annually, IWU administers the Graduating Student Survey (GSS), a University-developed instrument that captures students' employment and educational plans for the year following their graduation. The survey is administered in April and continues for nine months, allowing for updates and submissions of missing information. Approximately 78% of students graduating over the 2014-2015 academic year responded to the GSS, indicating that 74% were employed full-time, while 22% reported that they were continuing their education on a full-time basis (e.g., graduate and professional school). The employment positions represent a very diverse mix of occupations, and the educational programs include degree pursuits in law, medicine, business, education, and science. Post-graduate service is also tracked including students participating in the Peace Corps, Americorps, and City Year. Additional employment and graduate-professional school offers are available as well. More detailed information concerning the above may be accessed in the GSS reports, while 10 years of employment and continuing education information is available via the IWU Fact Book. The GSS reports are widely disseminated across campus and many of the findings are posted in news releases, within the "Why Wesleyan?" and "After Wesleyan?" webpages, and the Major-to-Career webpage, which provides over 10,000 career biographies of alumni by major. This site highlights the diverse career fields embarked upon by IWU alumni, reflecting the fact that a college major doesn't always coincide with a specific career.

Additional evidence concerning the success of graduates may be examined through the results of an IWU alumni survey administered via the Higher Education Data Sharing Consortium. Administered

over the fall of 2014, IWU alumni graduating one year, five, and 10 years ago were included in the assessment. When asked to what extent their undergraduate experience prepared them for the following activities, the alumni respondents reported the following:

Combined values of "Very much" and "Quite a bit."

	1-Year	5-Year	10-Year
Graduate or professional school	81%	79%	79%
Current career	69%	66%	75%

The University also monitors external sources for information concerning its graduates:

- More than 80% of our pre-medicine graduates are admitted to medical school on their first try, compared to the 50% national average for all pre-medicine majors at other institutions.
- According to the National Science Foundation Survey of Earned Doctorates (2002 to 2011), IWU ranks 74th overall among the nation's 224 baccalaureate colleges in the number of graduates who go on to earn doctoral degrees. Other rankings include the following: humanities (61st); religion and theology (124th); arts and music (24th); business and management (47th); physical sciences (73rd); life sciences (61st); mathematics and computer science (132nd); psychology (61st); social sciences (95th); and education (107th).
- In each of the past five years (2010-2014), IWU's School of Nursing graduates have matched or outperformed the state and national passing rates for the National Council Licensure Examination for Registered Nurses.
- IWU's teacher education graduates in the class of 2013 exceeded state pass rate averages with a cumulative 100% passing rate on two required state exams. They also exceeded first attempt state pass rate on all content knowledge exams areas (except Spanish) and in all programs (elementary, secondary, music) on the assessment of professional teaching exam (the final test required for licensure). In addition, 100% of the 2014 graduates (survey respondents) seeking employment in schools were hired in schools. Those students who did not opt for immediate employment went to graduate school or pursued other opportunities.

Sources

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- PRES_OIRP_internship_learning_contract
- PRES_OIRP_major_career
- PRES_OIRP_pre_med
- PRES_OIRP_SoM_accreditation
- PRES_OIRP_SoN_accreditation
- PRES_OIRP_SoN_graduates
- PRES_OIRP_transfer_credit_guidelines
- PRES_OIRP_why_wesleyan

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1, 4.B.2 ,4.B.3 and 4.B.4,

IWU has clearly stated student learning goals, effective processes and methodologies for assessment University-wide. As described in Criterion 1.A.2 and 3.B.2, General Education, the foundation of an IWU education, has eight student learning goals that are distributed across 14 categories. These goals are assessed on a routine basis with an emphasis on direct measures of student learning. Based on a five-year rotation, 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. Three to four categories/flags are assessed each year. Recent General Education assessment reports are available via the following reports, which outline the various uses of information to improve student achievement within the program.

The assessment of student learning goals within majors and minors is described in Criterion 3.C.1. All academic units are expected to have a Strategic Assessment Plan on file with the Assessment Committee, which may be updated as necessary when goals and priorities evolve. On an annual basis, units submit an Annual Assessment Report (AAR) in the fall, which contains the results and actions of the unit's assessment efforts from the past academic year to improve student learning. A summary of the AAR is provided in the reports for campus-wide dissemination. In the spring, the academic units submit a Yearly Action Plan, which outlines the intended assessment work to be accomplished over the next academic year. These processes allow the Assessment Committee to provide guidance to the academic units as needed and to evaluate the extent to which each department, school, and program has performed assessment consistent with effective policies and practices. Assessment resources, AAR summaries, and exemplary assessment-related materials are available via the Student Learning Assessment webpage.

In February of 2016, the Division of Academic Affairs invited consultants from the Center of Inquiry at Wabash College to visit and review IWU's assessment activities (i.e., General Education and student learning goals within academic units) and provide feedback on how the University could increase the effectiveness of this work. A report was provided in April concerning IWU's assessment efforts, which included the impact of the campus climate on collaboration and the use of assessment data elements to make positive changes across campus. This report was shared with the faculty in May and discussions concerning the campus climate and assessment will take place over the summer and into the fall.

Finally, there are a number of assessment resources provided by the Office of Institutional Research & Planning (OIRP) that supplement the University's assessment efforts. The analysis of student learning assessment data occurs at the institutional level through the collection of benchmark data from national survey instruments, organized according to a multi-year schedule. In year one, for example, first-year students complete the Beginning College Survey of Student Engagement (BCSSE), developed by the Indiana University Center for Post-Secondary Research. The BCSSE asks questions about students' high school experiences and interactions, as well as their college engagement expectations. During the spring semester, first-year students and seniors complete the National Survey of Student Engagement (NSSE), where they answer questions that explore the levels of student engagement with college resources and activities (e.g., classes, peers, faculty). The NSSE also features curriculum-based questions.

In year two during the fall semester, first-year students complete The Freshman Survey (TFS), which is a part of the Cooperative Institutional Research Program (CIRP), developed by the University of California, Los Angeles Higher Education Research Institute (HERI). The TFS survey covers a wide range of student characteristics: parental income and education, ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs, and self-concept. During the spring semester, seniors complete the College Senior Survey (CSS). The CSS allows comparison between students' responses as entering first-year students via the TFS and their responses at the end of their senior year. Additionally, the HERI faculty survey is offered regularly to provide an assessment of faculty perceptions and expectations regarding institutional priorities and student development. For purposes of enhancing student learning, a comparative analysis of the degree to which student and faculty perceptions demonstrate congruence or significant difference regarding students' time on task, motivation, and achievement of specific learning goals has been particularly useful when shared by the provost in the chairs/directors meetings.

These instruments are disseminated in an ordered and systematic fashion allowing the University to guard against the negative effects of over-surveying and time to examine the results and respond as necessary. All of the reports related to the above mentioned surveys are publicly available via the University Assessment webpage. Campus-wide email notifications are sent out as new reports become available. In addition, presentations concerning selected aspects of the reports take place within trustee, Cabinet, Staff Council, and divisional meetings.

A number of co-curricular programs are also assessed concerning their learning outcomes. For example, students participating in the University's Summer Enrichment Program complete a survey concerning their leadership training and internship experiences. A report is generated from this exercise and shared throughout the student affairs division. Similar reports include the annual report for the Office of Student Activities and Leadership Programs. Among a number of items, this report provides an evaluation of the University's First-Year Leadership Institute and Titan Leadership Program. Another example of evidence is the report produced by the Office of Residential Life (ORL), which details the vast amount of programming that takes place on an annual basis. One example includes the assessment of the new Quality and Impact Programming Model (2014-2015), which is designed to help student residents grow and develop holistically. The model includes a Six Weeks Challenge, which is a weekly-guided checklist that focuses on strong community development as well as individual interactions. A number of student learning outcomes and staff-student engagements are expected from this Challenge.

Students participating in programming efforts will:

- Build relationships with students in their community
- Explore with peers individual perspectives on current, critical, or controversial events and topics
- Gain a new, or deeper, understanding of personal and society implications of resource usage (sustainability)
- Develop a greater understanding of self as it relates to personal wellness
- Enhance classroom learning through connecting life experiences with classroom topics.

Through implementing the model, paraprofessional staff will:

- Provide an opportunity for each resident/roommate pair to talk about interests/goals/
- Provide a targeted learning experience for each resident
- Establish and build community through shared experiences
- Utilize and discuss sustainable aspects of program offerings
- Explore and highlight the unique diversity within the floor/building community
- Plan and implement building-wide events with staff and interested residents

Detailed data elements concerning the above outcomes, as well as a number of other ORL-based activities are available within the annual report.

Sources

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1. As noted in Strategy C in the strategic plan, *IWU 2020,* the University's goal concerning first-year-to-sophomore retention is to maintain a rate of over 90%. As observed in the Fact Book, the University's retention rates have remained very strong over the past number of years with fluctuations between 88% and 93%. After two consecutive years of first-year to sophomore retention rates lower than 90% and recognizing the rapidly changing student demographics (as detailed in Criterion 5.C.5.), new initiatives and planning efforts took place over the 2012-2013 academic year. A number of these initiatives are listed throughout the strategic plan including the following:

- Develop a robust peer-tutoring program (Strategy I.B4).
- Create and implement a meaningful review of the advising system (Strategy I.B5).
- Develop, maintain and review a consistent study of campus retention for trends and actionable responses (Strategy II.C1).
- Review retention rates by race to determine areas for improvement (Strategy II.C1).
- Review first-generation student retention and explore supports as needed (Strategy II.C1).
- Review progress reports and campus research studies regarding climate, recruitment and retention (Strategy III.A4).

The University's success with first-year to sophomore retention is reflected in the strength of students persisting through their junior and senior years. Over the past three years, the sophomore-to-junior average retention rate was 84%, while the junior-to-senior average retention rate was also 84%.

The University's graduation rates are also very strong. The four-year graduation rate generally hovers between the low and mid seventies, with a recent three-year average of 75%. The commonly used six-year graduation rate generally hovers within the low eighties, with a recent three-year average of 80%.

However, recent examinations of retention and graduation rates when disaggregated by race/ethnicity were somewhat concerning. As noted in its spring 2015 report to the University Council for Diversity,

the Campus Climate Assessment Committee offered a number of observations and recommendations for the University to consider for enhancing the student experience.

4.C.2. and 4.C.4.

The majority of IWU students enter the institution as traditional first-time, first-year degree-seeking students, at an average age of 18. Each entering student cohort is examined through the methodologies defined by the Integrated Postsecondary Educational Data Sharing (IPEDS) system in examining retention and completion rates over the students' experience at the University. Retention and graduation rates are reported via IPEDS and in the Common Data Set (CDS). The IPEDS reports are publicly available via the National Center for Educational Statistics. The University also provides publicly available retention and graduation rates via the Fact Book, CDS, and IWU Facts webpages.

The University also reports retention and graduation rate information through the annual IWU Benchmark Report, which provides data elements on key performance indicators on IWU and its Peer/Aspirant Group for internal and external monitoring, management and planning. The Peer/Aspirant Group consists of 12 institutions that were selected using a number of characteristics (e.g., programming, environment, external resources). Over the past three years, the University has fluctuated slightly below or at the median of this group for first-year-to-sophomore retention and four- and six-year graduation rates. In general, the University seeks to be at or above the Peer/Aspirant Group median. Additional information is also obtained on an annual basis via the Higher Education Data Sharing (HEDS) Consortium, which serves as data element depository for over 100 institutions similar to IWU.

The University admits approximately 25 to 30 transfer students each fall semester. The retention of transfer students is tracked through enrollment projection modeling procedures and has been very strong, generally in the mid to high 90s.

4.C.3. As mentioned in Criterion 4.C.1., the renewed concern over attrition translated into a number of retention-driven initiatives during the strategic planning process. However, a number of efforts concerning retention commenced well before the adoption of *IWU 2020* in the spring of 2014 including the following:

- Development of a new Retention Database to improve the quality and efficiency of tracking students who depart from IWU.
- Development of a "Students of Concern" online form to enhance communication among faculty and staff regarding at-risk students.
- More aggressive follow-up with students who were late in registering for classes.
- New Leave of Absence procedures were implemented in February 2015. The procedures clarify roles and the process for tracking students who request a leave of absence for medical or mental health reasons. Additionally, registration holds were added to better collect documentation related to the leave and any future accommodations required.
- Revised exit interview form to better document data concerning why students leave.
- Implementation of the Parent Portal, which provides access to news and events of interest to IWU parents. If authorized by the IWU student, parents can also view the student's secure information such as grades, financial aid, and class schedules.
- Implementation of the summer SPLICE program for biology and chemistry students
- Establishment of IWU's F1RST, a new student-led residential student organization whose main focus and goal is to seamlessly incorporate first generation college students into the community and University.
- Implementation of the Emerging Leaders Summer Institute. Targeting "at risk" students, this

weeklong summer enrichment program prepares students for a successful career at the University.

Special efforts were made concerning the University's Turning Titan new student orientation program. In order to enhance the arrival and settling-in experiences for students and their families a number of initiatives were implemented, which included the following:

- Students were provided with more time with their advisors to promote stronger connections. Meetings with advisors were better structured, with more clarity of learning outcomes.
- Stronger and clearer connections were developed among student peer groups, which enhanced long-term adjustment. The groups were structured by Gateway Colloquia groups, which provided longevity and consistency for the students throughout the orientation experience.
- Meetings were minimized on move-in day to streamline the process, making it less overwhelming so students could truly get settled.
- Same-day advising and registration were implemented, which allowed advisors to be present and helpful with troubleshooting problematic issues.
- "Service Day" was changed to "Mission Day," which provided better communication and connectivity with the University's mission and the mission-related activities engaged by students.
- Additional free time and better communication about expectations with student athletes and the athletic department were provided to reduce schedule overload.

In addition, the University developed and administered an in-house survey to assess the satisfaction levels of first-year students with over 30 aspects of University life (e.g., advising, campus safety, quality of teaching, student orientation). The First-Year Student Satisfaction Survey (FYSSS) was first administered in the spring of 2014. Some of the significant findings from the most recent administration were as follows:

- The majority of the responses for the 33 aspects of University life were positive. The Ames Library had the largest average score (3.56) based on a four-point scale, while SODEXO Dining Services had the lowest average score (2.57) (4 = Very Satisfied to 1 = Very Dissatisfied).
- Seven items (Class Registration Process, Financial Aid Package, First-Year Academic Advising, First-Year Residence Hall, Gateway Course, SODEXO Dining Services, and Social Experience) had a combined dissatisfaction rating of 20% or greater (i.e., Very Dissatisfied & Dissatisfied).
- Eighty-one percent of the student respondents indicated that they would still choose to enroll at IWU, if they could select their college again - up from 78% last year.
- Forty-seven percent of the student respondents indicated that they considered transferring - up from 40% last year. "Affordability" and "Value of education relative to price" were identified as the most frequent reasons.
- Similar to last year, students' satisfaction with their social experience at the University had the highest overall correlation with overall satisfaction (.506), reinforcing the need for high quality, inclusive community-building on-campus

The results of the FYSSS continue to confirm a number of beliefs and provide further credence to strategic planning initiatives related to improvements in advising, the class registration process, student employment, and the overall social experience on campus. As noted previously, a review of student health services was conducted in the 2014-2015 academic year based on the student feedback from that administration of the survey. Affordability continues to be a primary focus for the University. Although not directly tied to the FYSSS results, the University awarded 39 new Promise

Scholarships to students entering in the fall of 2014. These endowed scholarships are in addition to what a student was initially awarded in their financial aid package. The central purpose of the Promise Scholarships is to help bridge the gap between what the University can provide in aid and what families can contribute to the cost of an IWU education.

Sources

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

The continuing assessment and enhancement of Illinois Wesleyan's educational programs, learning environments, and support services provide clear evidence of the University's commitment to excellence. Programs, courses, and the quality of credit are routinely reviewed. The effectiveness of student learning is rigorously examined through the measurement of learning goals within the academic units and the General Education program. Goals concerning student persistence and completion are defined, and progress is closely monitored and enhanced through a number of initiatives employed by faculty and staff. Alumni success in educational and professional endeavors is observed through a number of internal and external collections of information, which is used to improve programming and promote the educational achievements of IWU students.

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

Challenges

- Evaluation and revisions to University-wide programs including General Education, Gateway Colloquia, the Writing Program, May Term, and First-Year Advising should continue to be pursued.

- The University should continue and expand its evaluation of its processes and methodologies concerning curricular and co-curricular assessment programs.

- The University should attain 100% participation in the assessment of student learning goals at the academic unit level.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1. The Business and Finance Division monitors the fiscal resources of the University and provides the current and projected budget outlooks in the annual Budget Report. IWU relies on three main sources of revenue; annual giving to the Wesleyan Fund, a draw from the endowment (based on a four-year rolling average), and tuition, fees, room and board net of student financial aid. The revenue provided by students account for almost 85% of the University's total revenue, while annual giving and the endowment provide approximately five and 10%, respectively. The University's endowment market value has significantly increased over the past several years from $185 million in FY 2011 to $224 million in FY 2015, while the Wesleyan Fund increased from $3.3 to $3.5 million. Over this same time period, the University experienced declines in enrollment, which held net tuition revenue steady, while financial aid expenditures had an average increase of 5% per year. In order to maintain the overall quality of the institution, the University reduced expenditures and staffing in all areas to meet these challenges for FYs 2014 and 2015. Details concerning the planning process for enrollment management and budgeting will be forthcoming in Criterion 5C.

The Board of Trustees formally reviews and approves the annual audit of the University's finances, prepared by KPMG LLP, in October. The Board is also provided with the reports of credit rating agencies, the two most recent of which are Moody's June 2016 and Standard and Poor's (S&P) June 2016 reports. While maintaining the same rating (A- rating), the latest S&P report downgraded the outlook for IWU from "Stable" to "Negative." Despite the revised outlook, the report provides external validation that the institution is financially sound and credit worthy. Some of the rationale behind S&P's rating downgrade included the following:

- Significant, though expected, enrollment declines, coupled with slightly negative net tuition

revenue and a challenged demand profile, as evidenced by a 4% decline in applications and fluctuating selectivity.

- Limited geographic draw (albeit with a strong base that includes the Chicago metropolitan statistical area), and strong regional competition for high-quality students as reflected in a matriculation rate of 22%.
- Weakened operations, with the university generating a $500,000 operating deficit on a full-accrual basis after a history of positive operations after adjusting for investment fluctuations.

On the other hand, a number of key credit factors mitigating the University's challenges were also cited including the following:

- Financial resource ratios that remain consistent with the 'A' rating category, with 2014 expendable resources equal to 120% of operating expenses and 167% of outstanding debt.
- Manageable maximum annual debt service burden of about 5.2% of 2014 expenses.
- Successful completion of the University's "Transforming Lives" comprehensive capital campaign surpassing its goal of $125 million with $141 million raised at July 31, 2014.

Human Resources, within the Business and Finance Division, oversees the human resource needs of the University. This office is involved in the hiring and evaluation of exempt and non-exempt staff, while the Office of the Provost oversees the hiring and evaluation of faculty. The University employs 290 full-time and 39 part-time exempt and non-exempt staff personnel. There are 150 full-time and 63 part-time instructional faculty members. The student to staff ratio is 6 to 1, while the student to faculty ratio is 11 to 1. Details concerning the demographics and occupation classifications for full-time IWU employees are available via the University's Fact Book.

The University's Assistant Provost and Chief Technology Officer, working with the Information Technology Services staff, oversees day-to-day information technology operations as well as the implementation of technology projects and initiatives for the campus community. The University benefits from an outstanding group of student workers and staff that work to meet technology needs. The University Technology Forum and the Alumni Technology Advisory Group provide input when developing appropriate policies, projects, and technology solutions. These groups have broad representation consisting of alumni, students, faculty and staff. Fiscal resources have been appropriate to deliver the types of technology services required by the University, which include a number of enhancements to the physical and technological infrastructure over the past five years. Evidence includes the move to cloud-based resources and solutions for high availability and disaster planning and recovery, as well as the addition of a new technology enhanced classroom building, State Farm Hall. In addition, the University joined the Central Illinois Regional Broadband Network (CIRBN), which offers high-speed fiber connectivity to the Internet improving quality, reliability, usability, and access to IWU and the Bloomington-Normal community. Please see Criterion 3.D.4. for more details concerning State Farm Hall and CIRBN.

The Vice President for Business and Finance and the Director of the Physical Plant monitor the majority of campus physical resources. The Capital Projects Group, which in FY 2016 consisted of the Vice President for Business and Finance, the Provost, the Associate Provost, the Director of Physical Plant, the Vice President of Student Affairs and Dean of Students, and the Assistant Provost and Chief Technology Officer, plays an important role in determining resource allocations between projects. While they do not make allocation decisions for the largest building projects that are often funded through private gifts, they are integrally involved in the allocation of resources toward important and often expensive renovation, renewal and maintenance projects (e.g., elevator or sprinkler system installations, roof replacements, computer hardware upgrades). The Capital Projects Group annually solicits requests for funding of renovation and renewal projects from many units on

campus; they carefully rank these projects in light of the budget allocated for renovation and renewal and make their recommendations to the President. Thus, the Capital Projects Group functions as an evaluation unit that systematically assesses the relative merits of renovation and renewal projects by allowing units to make a case for those projects that affect their areas. New construction projects, and renovation and maintenance proposals are also frequently on the agenda at the President's Cabinet meetings. Of particular concern in these discussions is whether projects are within budget and are meeting mission-driven objectives of promoting a safe and accessible community in a sustainable manner. In short, both with regard to long-term and short-term evaluations of the University's physical needs, consultative mechanisms are constructed to be essential elements in the budgeting and planning processes.

Recent budget reconciliations have resulted in an increase in deferred maintenance. In order to address this maintenance, the University hired Bailey Edward Architects during the summer of 2015 to prepare a facilities condition report. During the fall 2015 semester, a subcommittee of the Board of Trustees and the Vice-President for Business and Fiance worked to restructure some of the University's bond indebtedness. In February 2016, the Board approved the sub-committee's recommendation to refinance existing bonds into a single, fixed-rate bond and to secure a $10M loan to finance deferred maintenance projects.

The University's last comprehensive Master Plan, developed in 2002, provided a framework for a number of construction projects over the subsequent years and coincided nicely with the recently completed *Transforming Lives* campaign in FY 2015. A number of new construction projects were completed over this time period. Highlights include the following:

- The Minor Myers, jr. Welcome Center: Honoring Illinois Wesleyan's 17th president, this building houses the Admissions Office and the Hart Career Center. It has been awarded Silver certification as a Leadership in Energy and Environmental Design (LEED®) Green Building – the first building in Bloomington to be certified by the U.S. Green Building Council.
- The Joslin Atrium: The atrium is a 2,500 square-foot glass atrium addition to the Memorial Center that provides meeting, reception and banquet space with views overlooking the Robert S. Eckley Quadrangle.
- The Ames School of Art Rotunda: A 2,400-square-foot glass rotunda that serves as the building's new entryway. Suspended in the center, a large glass-and-metal sculpture shimmers and pulsates in an ever-shifting tableau of light and color.
- State Farm Hall: The University's new main classroom building. The 48,700-square-foot classroom facility anchors the north end of the Robert S. Eckley Quadrangle. In addition to state-of-the-art classrooms, study areas and research spaces, the building is now home to the departments of Accounting & Financial Services, Business Administration, and Economics.
- The Dugout Renovation: The University's food service company, Sodexo, funded a total renovation and menu expansion for the Dugout eatery in the fall of 2013. The Dugout now features seating accommodations for 225 people, 10 flat screen televisions, multiple food service options, and new and renovated lounging spaces
- The Gates at Wesleyan: "The Gates" provide residential living options that combine the best of campus housing with a developing independence. Reserved for juniors and seniors, the 1,400 square foot apartment-style housing option may be paired with a commuter meal plan to maintain convenient access to campus dining services.
- The Egbers Quadrangle: Dedicated in July 2015, the Egbers Quadrangle was created by closing a section of Beecher Street which runs through campus. Its creation solves a perennial safety problem for students and connects the north and south portions of the campus.
- Shirk Center Expansion: Formally dedicated in February 2016, the expansion of the Shirk Center doubled the size of the previous fitness facilities and provided multipurpose rooms,

athletic team locker rooms, and training and storage space.

5.A.2. The institution's resource allocation process is driven by IWU's strategic plan, which focuses on the University's mission and the educational experiences of its students. The budgeting process involves all vice presidents, the Deans of Admissions and Enrollment Management, and the Provost, who provide updates and progress on the strategic plan to the President's Cabinet, as well as the University's Strategic Planning and Budgeting Committee (see Criterion 5.A.5). Within academic affairs, the Provost meets regularly with the Associate Provost and Associate Dean of Curricular and Faculty Development, as well as the Directors and Chairs to discuss the academic affairs portion of the strategic plan and the budget impact of actions taken and/or proposed. The President makes final recommendations to the Board of Trustees for their approval.

5.A.3. The University's strategic plan, *IWU 2020,* contains six broad goals and 28 strategies that are directly related to the institution's mission and vision. Each vice president, the Deans of Admissions and Enrollment Management, and the Provost are responsible for establishing priorities on an annual basis concerning the planning initiatives under their purview. The President and the Board of Trustees review these priorities ensuring alignment of strategies and resource allocations with the strategic plan. The annual priorities are also vetted with the Strategic Planning and Budgeting Committee. It is readily acknowledged that a number of strategies in *IWU 2020* may be challenging to implement due to resource constraints.

5.A.4. 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. Performance reviews of professional staff are conducted on a periodic basis. Professional development opportunities, when resources are available, include attendance at professional conferences, campus workshops, and webinars/online training. It should be noted that professional development opportunities are not equitable across all employee groups, especially exempt and non-exempt staff. The University does not have a centralized staff development program, so it is within the purview of supervisors to identify opportunities and the resources required to implement developmental training. Details concerning the appointment, qualifications, and evaluation of faculty members are described in Criterion 3.C.2 and 3.C.3.

5.A.5. The budgeting process begins with the Vice President for Business and Finance, who is responsible for establishing the University's annual budget and who produces budget models, makes budget projections, and is involved on a regular basis in monitoring the institution's financial resources. These tasks are completed after consulting with numerous stakeholders including the President, the Provost and Dean of the Faculty, the Dean of Enrollment Management, the Dean of Admissions, the Assistant Vice President for Institutional Research, Planning and Evaluation, the Vice President of Student Affairs and Dean of Students, and other members of the President's Cabinet. Budget models and projections are regularly shared with the campus-wide Strategic Planning and Budgeting Committee (SPBC) that meets nine times a year. The President serves as chair of the Committee, which is composed of seven Cabinet members, six faculty members, three staff members, two students, and three trustees. Examples of evidence concerning budget-related discussions within the SPBC may be accessed via its publicly accessible meeting notes.

Open public meetings with faculty and staff are conducted as necessary to review projected budgets. Budgetary issues are also regularly discussed within the representative faculty body, the Council on University Programs and Policy. The President also reports on the budget during regular monthly faculty meetings. In addition, budgetary issues are addressed by the President at the Faculty-Staff Breakfast at the beginning of the fall semester and at the annual All Staff Meeting held in January.

Additional open forums are scheduled as necessary. The President also apprises Staff Council, the representative staff body, of University budget updates. These meetings not only deal directly with imminent budget issues, but also serve as forums for discussing those issues that have major implications for institutional resource allocation. Proposed annual budgets are subject to the approval of the Board of Trustees, who customarily review and vote on budget proposals for the following year during their May meeting. Annual budgets are always discussed and reviewed within the context of three-year budgetary projections.

Overall, the interactions noted above concerning the University's budgetary issues provides the transparency required for constituencies to assess and provide feedback. This interaction is especially important when aligning resources and mission-driven and strategic plan priorities.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1. Cabinet and Board of Trustees: IWU has organizational structures that establish clear lines of authority and formal relationships between employees and across units to better address the needs of students, faculty, alumni and other University constituencies. As noted in Criterion 2.A., lines of authority generally lead to the vice president/provost/dean level, who report directly to the President and meet frequently as a group, as well as with other administrators as the President's Cabinet. The chair of the Council on University Programs and Policy (CUPP) attends Cabinet meetings as well. These meetings occur on a semi-monthly basis throughout the year and include the discussion and implementation of major topics, plans, and policies, including the preparation of subject materials for Board of Trustees meetings. In addition, each Cabinet member is responsible for establishing and assessing unit goals on an annual basis. The President summarizes the information and provides a report to the Board of Trustees.

Academic Affairs and Faculty: The Academic Affairs unit includes the Provost, the Associate Provost whose position is based upon a permanent appointment, and the Associate Dean of Curricular and Faculty Development, who serves in a fixed term position and is selected internally from among the faculty. Department chairs and school directors report directly to the Provost and Dean of the Faculty as do the Registrar, Director of Athletics, University Librarian, Chief Technology Officer, Director of the International Office, and the Director of Advising. In addition to organizing themselves according to department or school program, faculty also meet on a divisional basis (i.e., Business and Economics, Fine Arts, Natural Sciences, Humanities, Nursing and Physical Education, Social Sciences, and Librarians), in sessions convened by their CUPP representatives.

The IWU faculty is organized primarily in the general faculty meeting, where a number of standing and appointed committees that are involved with central concerns of the faculty in governance, provide reports. These committees include the Promotion and Tenure Committee, the Assessment Committee, the Curriculum Council, the Faculty Development Committee, and the Hearing Committee. Administrators serving on these committees do so on an *ex-officio* basis and do not directly participate in the decision-making process. Members of these standing committees (as well as CUPP) serve two-year terms, allowing many faculty members to participate in committee service.

Staff: The representative staff body, Staff Council, consists of three exempt staff, three non-exempt staff, and three at-large staff (exempt or non-exempt). Staff Council members are elected on a non-

representational basis for a three-year term. The Council serves in an advisory capacity to the President and provides an opportunity to gather and share questions, concerns, and comments about general and specific University issues. Council members meet with the University administration on a regular basis to discuss opinions, concerns, and recommendations, seeking through mutual agreement to achieve improvements. The Staff Council also solicits nominations and conducts staff elections for University committees.

Students: The University has a strong Student Senate serving as the voice of the student body. It is committed to representing the needs and opinions of the students to the administration and providing the campus with a forum for discussing important matters. The IWU Student Senate is comprised of 36 senators, nine students representing each class. The Executive Board of the IWU Student Senate comprises the President, Vice President, Treasurer, Chief of Staff, and Commissioners. The current Standing Commissioners are the Public Relations Commissioner, Media Commissioner, University Events Commissioner, Awareness Commissioner, and the Civic Engagement Commissioner. Student Senate officers are invited visitors to regular Board of Trustee meetings and standing committee meetings (i.e., Academic Affairs, Business Affairs, Campus Life, and Advancement). Various members also participate in administrative and faculty committees. Administrative committees include the Calendar Committee, the University Speakers Committee, the University Council for Diversity, the Strategic Planning and Budgeting Committee, the Council for Excellence in Teaching and Learning, and the University Technology Forum. Faculty committees include the Assessment Committee, the Council on University Programs and Policy, the Curriculum Council, and Academic Appeals.

5.B.2. As explained in Criterion 2.C., IWU's Board of Trustees provides oversight of the institution's business through BOT standing committees and regular meetings. As stated in the BOT By-Laws within the General Powers of the Board:

> *The affairs of the Corporation shall be managed by its Board of Trustees (hereinafter called the Board), which shall exercise all powers of the Corporation and may do all lawful acts and things not prohibited by the Corporate Charter and any amendments thereto or by these By-laws. The Board shall adopt policies and provide resources for the carrying out of a program of higher education based on the liberal arts. The policies and programs shall be implemented by the President of the University and the President's staff.*

The Board of Trustees generally holds three regular meetings each year, with the option of specially called meetings as needed. Several committee meetings and a Student Senate report accompany each regular meeting. A periodic Board orientation is scheduled as necessary. The Executive Committee of the BOT meets four times a year.

Through the work of the Board and its standing committees, the Board is engaged in the governance of the University and considers a wide variety of items during the year, including the annual budget, financial audits, the evaluation of the President, changes in faculty and staff, tuition and fee increases, room and board rates, tenure and promotion, the awarding of sabbaticals, emeritus faculty appointments, endowed professorship appointments, new programs, facilities repair and construction, and honorary degrees. A number of Board items come from the President, who receives them from administrative units represented on the Cabinet, as well as constituent groups like the Council on University Programs and Policy and Staff Council.

At each regular Board meeting, there is a special programming session, where information and updates on events and accomplishments are presented. These sessions include presentations from students, faculty, and staff who share their work and achievements in teaching, learning, scholarship,

and service to the community.

5.B.3. As described above, the University's administration, faculty, staff, and students have representation, albeit in different forms, in a large number of administrative and faculty committees that provide input concerning academic requirements, policy, and processes. Contributions are also accepted from representative bodies (e.g., Student Senate, Staff Council). However, as noted in Criterion 2.C.4., the faculty are directly responsible for the following:

- The selection, retention, promotion, and economic status of faculty.
- The academic freedom of individual faculty members to determine and pursue their own teaching and research, and their unencumbered participation in the political and social life of the wider community.
- The review and maintenance of the curriculum.
- The establishment of the standards of admission, separation, achievement, and graduation of students.
- Personal contact with and counsel to students.
- Planning for the academic and fiscal future of the University.
- Assistance in the selection of the President of the University and others concerned with academic affairs.
- Encouragement of responsible student participation in the University community.

The IWU faculty carry out these responsibilities in a number of ways. For example, evidence concerning student learning assessment, strategic curricular planning, General Education assessment, external reviews, and course development may be found in Criterion 3.B., Criterion 3.C., and Criterion 4.A.

Sources

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- PRES_OIRP_staff_council
- PRES_OIRP_student_senate

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1. As noted in Criteria 1.A.3, 5.A.3, and 5.A.5., the University's resource allocation process is driven by the strategic plan, *IWU 2020,* which is a direct product of the institution's mission documents. Examples of evidence concerning the alignment of resources and mission-driven elements are found in a number of areas, including the following:

- 3D: Diversity, Dignity and Dialogue: The 3D Series is a campus-wide collaboration to have engaging and thought-provoking dialogue that addresses diversity and invites dialogue in ways that emphasize the importance of dignity for all people (Social justice; *IWU 2020* - Cultivating an Enriched Campus Community, Strategy A).
- *The Freedom to Speak, Create and Dream: A Symposium Examining 25 Years of Human Experience after the Fall of the Iron Curtain* (Social justice, global perspectives, and democratic citizenship; *IWU 2020* - Teaching and Learning, Strategy A, Cultivating an Enriched Campus Community, Strategy D).
- University Climate Assessment**:** Three surveys administered - faith development, campus racial climate study, and sexual assault (Multi-cultural interaction, supportive community, strength of character; *IWU 2020* - Cultivating an Enriched Campus Community, Strategies A and E and Diversity, Strategy A).
- Descriptive Writing Assignment Workshop: Hosted by the Writing Program and Ames Library. Representatives from English, economics, and art provided instruction on literary description, numbers description, and visual description and rhetoric, respectively (Effective communication, development opportunities; *IWU 2020* - Teaching and Learning, Strategies A and D).
- Multicultural Identities & Student Development: Strategies for the Classroom: Sponsored by the Office of Diversity and Inclusion, the Mellon Center and the Council for Excellence in Teaching and Learning (CETAL). Presenters shared identity development models of African American and Latino(a) students and utilized case studies to develop concrete communicative strategies to use in the classroom and advising settings (Multi-cultural interaction, supportive community; *IWU 2020* - Teaching & Learning, Strategy B, Diversity, Strategies C and D).
- Conference Services: A feasibility study for the expansion of summer conferences was funded by the Donnocker Innovation Fund in the summer of 2014 in order to assess additional revenue

sources for the University. As a result of this initiative, the Director of Conference Services position was created in the spring of 2015 and staffed June 1, 2015 (Conducting a feasibility study to determine viability of expanding summer conferences; *IWU 2020* - Financial Resources, Strategy D).

- IWU Young Scientists Day Camp for Middle Schoolers: Funded by the Donnocker Innovation Fund, this camp focused on hands-on experimentation and student-designed projects, which provided students multiple opportunities to work through the experimental process in a variety of disciplines (evolutionary biology, chemistry, environmental studies, and physics) (Extending the University community to the local community - spirit of inquiry, breadth of knowledge and understanding; *IWU 2020* - Teaching & Learning, Strategy A, Financial Resources, Strategy D).
- Office of Diversity and Inclusion: A new staff member was added to the office in the fall of 2012 to provide greater support for MALANA students, which have significantly increased over the past few years. (Develop and Sustain an Inclusive Campus Climate; *IWU 2020* - Diversity, Strategy C.
- Multifaith Prayer Space: A newly renovated space that came to fruition after students conducted an assessment concerning the need for a visible symbol of the University's commitment to religious diversity and support to diverse students. The space communicates inclusivity, supports a religiously diverse student population, and fosters the campus's commitment to pluralism (Multi-cultural interaction, high quality of life, positive campus climate, inclusivity; *IWU 2020* - Cultivating an Enriched Campus Community, Strategies A and E and Diversity, Strategy C).
- International Admissions Representative: In 2013, a 2010 alumnus from China was hired as an admissions recruiter, both to address diversity in the student body and to expand the institution's recruiting base. (Recruit and Retain a Diverse Student Body; *IWU 2020,* Strategy D; Financial Resources, Strategy A)

5.C.2. The planning and decision-making processes required to successfully allocate resources require an assessment system that is flexible, efficient, and responsive to changing realities. This system is in place at the institutional level and exists throughout most of the academic and administrative units. Decision-makers have access to a myriad of survey data, gathered by the Associate Vice President for Institutional Research, Evaluation, and Planning on a consistent basis. The University has an established Peer/Aspirant Group of institutions, which is used to assess its own institutional strengths and challenges within a broader higher education environment. Additionally, academic and administrative units participate in yearly reviews, where their performance is assessed. In addition to the assessment of student learning, as described in Criterion 4.B., academic units conduct external reviews of their operations. Data gathered from the institution's auditors are regularly shared with members of the President's Cabinet, the University vice-presidents, and members of the Board of Trustees. In addition, the President's Cabinet regularly participates in annual retreats, where agenda setting and a prioritization of yearly objectives are determined by consensus.

One comprehensive example of evidence of the strong links between the University's assessment, planning, and budgeting processes is the development of the 2014 strategic plan, *IWU 2020.* In preparation for the Strategic Planning and Budgeting Committee's (SPBC) work, two environmental scanning documents, "The Context for IWU's Strategic Plan 2020" and "Illinois Wesleyan University and the Higher Education Marketplace", were provided to the Committee for context by the Office of Institutional Research and Planning. After concluding that the six major goals of the 2006 strategic plan were still relevant, Work Groups were formed to examine and update the plan. Independently, each respective Work Group produced a number of recommendations to the University community, which were the products of synthesizing multiple assessment resources, which included the following:

- **Teaching and Learning:** Data elements collected from the Annapolis Group and Integrated Postsecondary Education Data System (IPEDS). Consultations with the Council on University Programs and Policy, Promotion and Tenure Committee, Faculty Development Committee, the Curriculum Council, the Assessment Committee, and the Council for Excellence in Teaching and Learning.
- **Cultivating an Enriched Campus Community:** Retention and graduation rates, Strengths, Weaknesses, Opportunities and Threats Analyses (SWOT) conducted with the following personnel and offices: Student Affairs Directors, Advising Committee, Student Life Committee, International Student Services, Religious Life Council, Athletics, Financial Aid Office, Action Resource Center, Student Senate, Enrollment Management, Alumni Affairs, and the University Technology Forum.
- **Diversity:** National Survey of Student Engagement results, historical enrollment figures and retention rates for Multiracial, African-, Latin-, Asian- and Native American (MALANA) students, and results from the 2010 Campus Climate Survey were used.
- **Communications and Engagement:** The Lawlor Identity Study, Identity Group Strengths, Weaknesses, Opportunities and Threats Analysis (SWOT), and the Wesleyan Fund Strategic Plan.
- **Human Resources:** American Association for University Professors (AAUP), the College and University Professional Association for Human Resources (CUPA), and local labor data elements.
- **Financial Resources:** Human Capital Research Corporation (HCRC) Tuition/Pricing Policy report, IWU Benchmark Report, Higher Learning Commission (HLC) Composite Financial Index, Council of Independent Colleges (CIC) Key and Financial Indicators Tools, Council for Aid to Education, Higher Education Data Sharing (HEDS) Consortium, Integrated Postsecondary Education Data System (IPEDS), and National Association of College and University Business Officers (NACUBO), American Association for University Professors (AAUP), and *US News & World Report.*

As noted throughout Criterion 5.A., the University's budgeting processes are directly linked to the strategic plan. The vice presidents, provost, and deans determine priorities concerning which goals and strategies will be addressed in a given fiscal year. Many of these decisions are vetted through the appropriate committees and venues for consultation, thus completing the link between the assessment of student learning, evaluation of operations, planning, and budgeting.

5.C.3. The University's 2012-2013 self-study report to the Higher Learning Commission (HLC), *Transition, Reflection, Renewal,* is a great example of a planning process that encompassed the institution, while considering the perspectives of internal and external constituent groups. Almost all of the Self-Study Steering Committee (SSSC) members were elected from their respective constituency group, representing students, faculty, staff, alumni, and trustees. Over a two-year time span, feedback from multiple surveys, forums, and meetings with campus-wide contributors was solicited and utilized in drafting the report. In its regular meetings, the SSSC assessed this feedback and suggested further revisions. A final version of the report was made available to the public via the Re-accreditation Self-Study website. The University web site, social media channels, the July/August issue of the University alumni magazine, Campus Weekly e-newsletter, the monthly eConnect alumni newsletter and bimonthly eParent newsletter was used to reach alumni, friends, students, families, faculty, staff and retirees. All of these constituencies were encouraged to contact the HLC with comments.

Another example is the planning and development of the 2014 strategic plan, *IWU 2020.* As noted in Criterion 5.C.2., Work Groups were formed by the SPBC to address the six goals of the strategic plan. Each Work Group consisted of members of Committee, as well as a number of additional students,

faculty, staff, trustees, and alumni, which amounted to approximately 50 direct participants. Drafts of the Work Group reports were shared with internal and external constituencies during the 2013-2014 academic year. The Work Groups ensured an inclusive planning process through the use of open forums, web-based surveys, online feedback forms, e-parent newsletters, alumni magazine communications, and numerous meetings with campus constituencies and committees. Reactions to the final draft of the plan were requested at a Staff Council meeting and at two Faculty Meetings in April 2014. The plan was formally approved at the Faculty Meeting held on April 21, 2014. The new plan, *IWU 2020,* was adopted by the Board of Trustees in May of 2014.

The planning practices noted for the self-study and *IWU 2020* are evident in other initiatives as well. Policies concerning tuition and salary increases are annual topics for discussion in the Strategic Planning and Budgeting Committee (SPBC) meetings, prior to seeking Board of Trustee approval. The SPBC, as well as the Staff Council, and the Council on University Programs and Policy (CUPP) also review significant budget proposals and reconciliations on a frequent basis. It is also common to communicate budgetary issues in faculty meetings and open forums, when necessary. The Capital Projects Group, as described in Criterion 5.A.1., is another example of evaluating, planning, and budgeting that solicits campus-wide input in establishing operative project and expenditure priorities.

A further example is the inclusiveness undertaken in planning and developing the 2014 Strategic Curricular Planning (SCP) Document (see Criterion 3.C.1.). The SCP Task Force solicited impressions concerning curricular growth, collaboration, and retraction within academic units, as well as opinions regarding how units could respond to enrollment patterns and fluctuations. Feedback was also solicited through a number of *ad hoc and faculty meetings*, including a special meeting of the entire faculty devoted to this topic alone. Finally, the SCP Document was shared with the Board of Trustees and the SPBC. Additionally, the 2015 Fall Faculty Conference was devoted to the implementation of the SCP.

Externally, these significant planning issues are shared with the Alumni Association, which consists of 10 special interest alumni groups (e.g., Council for IWU Women, Minority Alumni Network, Pride Alumni Community), the Parent Board, and prospective donors. In sum, the University has a number of processes in place that ensure transparency in the planning and development of initiatives that welcome the perspectives from internal and external constituent groups.

5.C.4 After the University's official student census was confirmed in the fall of 2013, the budget for FY 2014 had an unexpected deficit of $2 million, due to a shortfall in the retention of students ($800,000) and an over-commitment of financial aid for the entering class ($1.2 million). In order to cover the $2 million deficit, non-recurring money was used to cover the shortfall while the University sought out a longer-term solution. The non-recurring funds used for FY 2014's deficit included gift funds ($1.4 million), grant funds ($300,000), and additional efforts within the institution's budget to reduce expenditures ($300,000).

In order to reconcile continuing budget challenges, the University administration determined that a budget realignment plan was required, as well an alternative enrollment strategy. After examining the projected budgets for FYs 2015 and 2016, a permanent reduction of approximately $2 million each year was required, which amounted to a two-year budget reduction of 3.5% for each University division for a total reduction of 7%. After removing the financial aid portion from our educational and general expenditures budget, nearly 70% of the budget was devoted to compensation. Thus, permanent reductions would have to include a reduction of the size of the faculty and staff. The University was staffed for 2,100 students. The total student figure was reduced to 2,000 in 2012 and 2013, and was approximately 1,900 in 2014. It is envisioned that these reductions would largely take place through retirements and attrition, as well as reducing the number of adjunct and visiting faculty.

A hiring freeze was not imposed, but hiring was and remains very constrained. In addition, the budget realignment plan included an examination of potential reduction in other expenses, the identification of new revenue streams, and a concerted effort to improve the retention of returning students.

Adjustments to the instructional faculty for the 2014-2015 academic year included the elimination of seven full-time visiting and six adjunct faculty positions. These reductions were in concert with a number of course reductions, which corresponded with the smaller student body. Staff, on the other hand, were offered the Voluntary Staff Exit Program (VSEP), which included a lump sum payment equal to two and one-half percent of the staff member's current annual salary multiplied by his/her years of continuous service as a regular full-time staff member. Seventeen staff members participated in the VSEP, which resulted in 11 FTE positions being eliminated. The decision to eliminate positions was under the discretion of each respective vice president. Positions eliminated included the following: physical plant (4), bookstore (1), wellness (1), residence hall director (1), advancement (1), mailroom (1), business office (.5), printing position (.5), counseling services (.5), and communications (.5).

After reviewing our fall 2013 enrollment experience, our consultant for enrollment management, Human Capital Research Corporation (HCRC), concluded that increasing our headcount does not necessarily solve our budget problems, given the amount of financial aid required to yield a given numbers of students. Rather than emphasizing headcount for budgeting purposes, HCRC recommended establishing a net tuition revenue (NTR) target that maximizes revenue from a specific enrollment figure, which will provide the required income for a balanced budget. After careful analyses concerning its adoption, the University established an NTR goal over the recruitment season for the fall 2014 entering class. Instituting an NTR goal allows the enrollment management, financial aid, and admission offices to meet revenue expectations within certain desired enrollment ranges. This move was in response to the need to better manage and predict the financial aid budget, as well as the overall budget for the University. Understanding that this was a significant shift in enrollment management strategy and that the University would continue to yield fewer students for a period of time, a variety of planning updates and presentations took place over the 2013-2014 academic year. These included open forums for faculty and staff, as well as updates provided by the President and Provost during faculty and staff meetings (e.g., Staff Council, SPBC, All-Staff Meeting).

5.C.5. As noted in Criterion 5.C.2, environmental scanning played an important role in the development of the strategic plan and continues to be a valuable tool in University planning. A great deal of the University-wide scanning takes place in the Office of Institutional Research and Planning. The wealth of information collected by this office affects every major constituency on campus, spanning the course from faculty salary data, to national reports regarding student attitudes, to enrollment and financial data at comparable liberal arts colleges. Every major planning decision made at the institutional level involves the implicit or explicit use of data generated by that office, much of it involving an analysis of information gathered from extra-institutional sources. Although certainly less systematic, useful information is also gathered through active involvement in national higher education organizations. University administrators have regularly participated in organizations such as the Association of American Colleges and Universities, the American Council of Academic Deans, the Association for Institutional Research, EDUCAUSE, the Council of Independent Colleges, the American Association of Higher Education, the National Association of Independent Colleges and Universities, the National Association of College and University Business Officers, the Annapolis Group of Independent Colleges, and the Higher Education Data Sharing Consortium. It is in this fashion that they are able to directly keep abreast of current thinking within the field

Other examples of direct evidence concerning the use of and response to environmental scanning include the shifting demographics of IWU's student body. As reported in the 2013 environmental

scanning report, "The Context for IWU's Strategic Plan 2020," Illinois high school graduates have decreased by 6% (by 2014) and are projected to decrease approximately 9% over the next 10 years (2024-2025). In addition, Illinois non-white graduates are projected to increase approximately 14% over the next five years, based on rapid Hispanic and Asian student growth. Increases in national high school graduates will largely take place in the southwest (e.g., Texas, Colorado, Utah, Oklahoma), while international high school graduates in Southeast Asia will significantly increase due to rising wealth in countries such as China, India, and South Korea. As noted in Criterion 5.A.1. and the 2012 HLC Assurance Section, the University experienced enrollment declines coupled by significant increases in financial aid over the past few years. Given that approximately 85% of IWU's students are from Illinois, the demographic shifts that are occurring significantly impact the University's enrollment management and budgeting planning. The University recognizes that it will continue to face fierce competition in student recruitment and retention, domestically and internationally. In addition, student services and development opportunities will require reassessment to meet changing demographics.

The demographic shifts noted above have already impacted the manner in which the University delivers services to students, both current and future. Over the past five years, the percentage of MALANA students has grown from 14 to 18%, most noticeably in the Hispanic population, which prompted the University to add a new position in the Office of Diversity and Inclusion that emphasizes Hispanic student support. At the same time, the financial need of students has also increased, which has increased the overall socio-economic diversity of the institution. On the international front, students from countries outside the United States have nearly doubled from 5% to 9% in three years. These changes in the student body have greatly influenced the strategies within the strategic plan, including a renewed focus on student transitions, retention, and quality of life. Examples of evidence may be observed via the institution's 2014 response to the largest number of incoming international students in the University's history. The International Student Prep Committee was formed, which planned and facilitated a number of initiatives including the following:

- International Connections: A summer program utilizing Skype that connected new international students with current students to ask questions about the IWU experience.
- International Student Pre-arrival Moodle Course: Pre-arrival interaction with University staff concerning cultural and academic expectations and concerns.
- Pre-orientation for domestic roommates of international students: Early move-in with additional activities geared towards international students.
- Intercultural communication workshop for faculty and staff.
- Meet the Class of 2018: A workshop providing an overview of the academic profile, demographics of the entering class, as well as advising tips and the psychological and emotional dispositions of the new students. In addition, areas of opportunities and concerns are identified.
- Upgrading and activating a student kitchen in one of the residence halls to accommodate international students' cooking needs and requests.

In anticipation of the increasingly intense working conditions in today's hospitals, as well as the growing need to provide home health assessments to an increasing population that is 65 years and older, the School of Nursing (SON) opened a new simulation center in the fall of 2014. The new teaching center features two hospital-like rooms equipped with sophisticated, computer-run mannequins. The mannequins are programmed with medical conditions, vital signs and outcomes from a control room that is not visible to the nursing students practicing their skills in the simulated hospital environment. Another room was designed and added to mimic a small apartment for conducting nursing interventions in life-like conditions. The SON staff and faculty develop, implement and evaluate simulations as an integral learning experience in all core nursing courses. This space and its state-of-the-art simulations help meet the demands of the SON's increased student

enrollment, as well as make the School more competitive when recruiting prospective students.

A final example of the impact of environmental scanning is recognized through the University's new main classroom building, State Farm Hall, which successfully integrates technology, teaching, and learning. Careful planning was key to the success of this building as a classroom facility. Prior to construction, prototype classrooms were created in Shaw Hall that allowed faculty and staff to experience the technology and classroom-layout options. In addition, workshops were provided by IWU's Information Technology Services to guide faculty, as well as students.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1. IWU has a number of reports that provide important evidence concerning the University's performance in its operations.

IWU Benchmark Report**:** This annual report provides data elements on over 30 key performance indicators on IWU and its Peer/Aspirant group for internal and external monitoring, management and planning. Indicators are arranged in four broad areas: Financial Resources and Expenditures, Enrollment Management, Diversity, and Compensation.

Dashboard**:** Similar to the Benchmark Report, this one page snapshot provides data elements on 15 to 18 performance indicators on IWU and its Peer/Aspirant group. Dashboards may provide an overall review of the University or may be thematic (e.g., diversity, advancement, students).

IPEDS Data Feedback Report: This benchmark and peer analysis report features data elements specific to the Integrated Postsecondary Education Data System (IPEDS), which includes students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

IWU 2020 strategic plan reports: These reports, provided by members of the Strategic Planning and Budgeting Committee, provide updates concerning priorities and accomplishments regarding the strategies and outcomes within the strategic plan goals.

Diversity Report Card: This report, presented to various constituencies campus-wide in fall 2015, highlights the progress made on diversity initiatives and outlines future strategies.

EDUCAUSE Core Data Survey (CDS): The CDS provides a benchmark report to inform information technology (IT) strategic planning and management. The CDS focuses on IT financials, staffing, and services data.

Council for Independent Colleges (CIC) Financial Indicators Tool (FIT): Based on KPMG's Composite Financial Index, CIC's FIT provides a financial performance assessment tracked over time and benchmarked against peer institutions. Four financial ratios are featured: measuring resource sufficiency, operating results, financial assets, and debt management. These ratios are presented individually and combined into a single index score indicating the financial health of the institution tracked over a six-year period.

Council for Independent Colleges (CIC) Key Indicators Tool (KIT): The KIT is a customized benchmarking report with 20 indicators of institutional performance in four key areas: student enrollment and progression, faculty, tuition revenue and financial aid, and financial resources and expenditures.

Higher Learning Commission (HLC) Composite Financial Index: Data elements submitted annually to the HLC include ratios concerning the University's primary reserve, equity, and net income to calculate a composite financial indicator score. The HLC reviews institutions' financial information to determine whether it operates with integrity in its financial functions.

Strategic Curricular Planning (SCP): The SCP report is a faculty driven initiative to develop a set of guiding principles for strategic curricular planning. Five areas of exploration include curriculum priority development, revisions to the General Education program, principles concerning long-term faculty distributions, criteria for annual decision-making concerning staffing, and establishing a long-term process for SCP that links resources and offerings.

Moody's and Standard and Poor's: These annual reports provide assessments of the University's creditworthiness regarding securities and financial obligations. Strengths and challenges are identified, as well as recent developments concerning IWU and its marketplace.

SchoolDude: A web-based, work management system in the Physical Plant, that tracks performance indicators including the time to complete customer requests, the ratio of corrective to planned maintenance, maintenance efficiency (i.e., comparing estimated time to complete work to actual time), and employee backlog. These data elements are critical to the unit as it transitions from a reactive maintenance department to one that embraces the Plan-Do-Check-Act continuous improvement philosophy.

5.D.2.

SchoolDude: The Physical Plant implemented a new, web-based, work management system in August 2013. This system, hosted by SchoolDude, is designed for colleges and universities and provides a number of services including work request integration, a customer request portal, inventory management, utility tracking, preventive maintenance, budget analysis, and capital planning. Prior to implementing this system, the various functional groups within the Physical Plant managed work independently with stand-alone, paper-based work orders. The previous workflows were restricted to telephone requests and manually created work orders without providing the ability to readily gather performance metrics.

The implementation of SchoolDude has increased productivity, improved customer satisfaction, and has greatly enhanced the University's ability to develop and track key performance indicators for the department. Data collected from less than a year of maintenance activities were used as validation to reduce maintenance costs by over $400,000 through a reallocation of labor. We were able to target a very accurate resource level of fewer professional staff replacements in skill categories, which directly offset a reliance on contractor services.

Hydration Stations: Between 2012 and 2014, 10 hydration stations were installed in University campus buildings to provide greater access and convenience to filtered water and reduce single-use water bottles on campus. Two hydration stations were installed in 2012 (Presser Hall and Center for Natural Science). After just six months of installation, the hydration stations diverted over 32,000 one-time-use 16-ounce water bottles. In 2013-2014 Sodexo provided a hydration unit with the renovation of the DugOut area; three units were installed in the new State Farm Hall; one unit each was installed in the Ames Library, Hansen Student Center, and the Shirk Center. A station was added in Holmes Hall in the fall of 2014. These stations were established through the efforts of a number of campus constituencies including the Student Senate, the Sierra Student Coalition, Physical Plant, Athletics Department, and various offices in Holmes Hall.

Campus Construction and Renovation:

- The opening of State Farm Hall marked the addition of another Leadership in Energy and Environmental Design-qualified (LEED) building on campus. The inclusion of a geothermal system helped to further reduce the campus carbon footprint.
- The "Gates at Wesleyan" includes energy-efficient appliances and lighting with bike racks to support sustainable transportation.
- The lighting in the Shirk performance gym has been replaced with more energy efficient halogen fixtures (Donnocker Innovation Fund recipient).
- Elevators from the 1960's in Munsell and Ferguson residence halls have been replaced with highly efficient models.
- Twelve electric meters have been added to the campus network to allow measurement and modeling of electricity use in major University buildings (Donnocker Innovation Fund recipient).

Recycling: The University transitioned from dual stream to single-stream recycling in August 2013, with accompanying educational strategies and instructional signage. A textile-recycling program was initiated in the fall of 2012 with one collection bin located outside the Wellness Program office in Shirk Center. A relationship with the local Home Sweet Home Ministries (HSHM) was established for weekly pickup and processing of the textiles for resale or repurposing. Two additional bins were added on campus in 2013 (entrance of Hansen Student Center and the front desk of Memorial Center). In 2013-2014 approximately 5,000 pounds of textiles were collected. Also in the fall of 2013, Information Technology Services partnered with HSHM to dispose of all electronic waste from the University. In prior years this was contracted out, as funds were available. However, HSHM uses the funds generated by the sale of these and other items to support their food program for the homeless and impoverished individuals. The resource dollars generated from the textile and electronic recycling support individuals struggling with homelessness and poverty through services at HSHM.

Health Insurance Premium Structure: For the past several years the University has struggled with double-digit increases in health care premiums, for both University and employee contributions. In an attempt to alleviate these increases, the University implemented a salary-based tier system to determine the employee portion of health care premiums for current and future premium contributions in the fall of 2013. This decision was in response to recommendations from the University's Health Care Advocacy Committee (HCAC), which sought to address the cost imbalance of the plan between those at the bottom and at the top of the University's income brackets. Albeit modest, moving to the tier system shifted the employees' share of costs for single coverage from 7.5% to 12.5% for those employees at the highest income tier. This change reduces premiums slightly for a number of the lower paid employees with dependents who pay larger shares for their health care costs. Federal law (i.e., The Affordable Care Act) prohibited the University from making a larger correction.

Update: In February of 2015, the HCAC communicated via email to the campus community that the University's current health plan system was unsustainable for the following reasons:

- The premium paid by employees with dependents has already become unaffordable for many faculty and staff.
- The premium paid by the University is becoming prohibitively expensive.
- The impending excise tax imposed by the Affordable Care Act on "Cadillac" medical plans is scheduled to begin in 2018. The University estimates an excise tax expense of $536,000 in 2018, rising quickly to $1,160,000 by 2021 and increasing thereafter by approximately an additional $300,000 per year.

Due to these issues with the University's health plan, the HCAC sought ways to reduce health care costs. By August of 2015, the HCAC finalized its recommendations to the University administration which included three major changes to the University's health plan effective January 1st, 2016. These changes included a new third party administrator, health network, and a menu of three different health plans. All three of these plans cover the same services, providers, and procedures, with differences in premiums, co-pays, deductibles, and out-of-pocket expenses. The HCAC also recommended to the President that the salary-based tiered system established in 2013 be temporarily eliminated. The HCAC and Human Resources believed that retaining this structure under the new health plan model, which would have created 48 different employee premiums, was unmanageable. These significant changes to the University's health plan were approved. As a result, a significant cost-shift was established from the University to the employees through higher co-pays, deductibles, and out-of-pocket expenses. Although the committee expressed a strong preference to see savings that accrue to the University to be distributed to faculty and staff in the form of raises, it was subsequently announced that the savings would not be used in this manner.

Summer Conference Marketing and Recruitment Initiative: Over the past decade, the University has experienced a steady decline in summer conference contracts on campus. Although some of the decline is likely related to economic factors and external group resources, renewed strategic thinking around summer conferences to increase revenue was warranted. The goal of this initiative is to aggressively market our facilities for external use and to recruit summer camps or professional development workshops to IWU. There are three primary emphases for this proposal: consultation, staffing and staff development, and marketing. As a result of this initiative, the Director of Conference Services position was created in the spring of 2015 and staffed June 1, 2015.

SLATE: The University's Admissions Office implemented the SLATE CRM (customer relationship management) system from Technolutions in January 2012. By fall of 2012, the Admissions Office had made the transition to a paperless application submission, review and processing enterprise, eliminating the old practice of generating more than 3,500 paper application files in a given cycle. SLATE also allowed the Admissions Office to bring several separate homegrown databases (e.g. recruiting scheduling and campus visit scheduling) within one system, thus ensuring much greater data integrity and consistent data management. All electronic communication functions are handled through SLATE, allowing for more efficient tracking of individual student communication. SLATE also enabled the Admissions Office to automate a number of communications regarding application materials, campus visits, local information sessions, etc. which greatly reduced the number of phone calls required to handle those types of inquiries. Lastly, SLATE integrates with Banner, the University's Enterprise Resource Planning software, thus eliminating the need for duplicate data entry. The end result has been significantly enhanced efficiency and productivity in the Admissions Office and a better experience for prospective students.

Voice over Internet Protocol (VoIP) System: After researching telephone systems for over two years, the University moved to a VoIP Mitel hybrid solution for its communications system. The installation of this system began in July 2013 and was completed by October 2013 because of the ease of implementation. The new system allows IWU to run the phone system on its virtual servers that were already in place. The University went from a basic phone system to a powerful tool that can be grown over the years, which includes audio/video/web conferencing and unified communication. A hybrid model with analog phones was chosen for emergency services. Analog phones are on each floor of every residence hall and campus building, as well as outside in strategic areas for emergency purposes. In addition, the phone system will continue to run if there is a loss of power on campus. The cost of the VoIP system was high at approximately $300,000, but the savings are equal to $50,000 annually, which did not increase the operational budget or require the use capital funds. The system

will pay for itself over its first five years of service within the Telecommunications budget. IWU was recognized for its excellent work and strong collaboration with Frontier Communications during the implementation of the Mitel VoIP phone system and was awarded the Customer Innovation Momentum Award from Mitel. The award represents innovative business solutions and celebrates "thought leaders (who) set an excellent example for the industry."

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

IWU's resources, structures, and processes are mission-driven and continually directed towards improving the quality of its educational programs. The University's integrated planning and performance assessments position the institution to address future challenges and opportunities. The evidence provided reveals strong governance and administrative structures, endorsed by the Board of Trustees, which promotes collaborative decision-making processes for all constituencies. The institution is aware of its enrollment management and budgeting challenges and is using analysis and planning to address them.

 Despite the University's strong evidence concerning the core components of Criterion Five, challenges have been identified that require addressing in the near future. They include the following:

Challenges

- It is imperative for the University to align its enrollment and net tuition revenue with its operating costs.

- The University should continue to focus on deferred maintenance issues that have been neglected at times for budget reconciliations.

- The University needs to continue to employ successful recruitment strategies in other geographical areas to account for increased student competition from the Chicago area.

- Faculty and staff compensation needs to be improved to achieve the goals established in the University's strategic plan, *IWU 2020.*

- The curtailment of the University's health plan benefit in 2015 has contributed to the further demoralization of a number of faculty and staff.

- A work-load analysis of staff activity needs to be completed to determine how to appropriately allocate work across the campus.

- The University needs to continue to develop a greater base of support for the annual fund and maintain its momentum in seeking flexible sources of revenue.

- The University should continue to make investments in technology resources and infrastructure.

Sources

There are no sources.