

Criterion 5: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction

As has been noted in the introductory chapter to this report and Criteria 1 and 4, Illinois Wesleyan University has since its inception viewed its purpose as one of serving the common good. As befits a liberal arts institution, it has defined education in terms that accentuate its dynamic and interactive qualities, its lifelong character, and its importance in building an informed citizenry that is dedicated to furthering social justice and societal improvement. The values that the institution has espoused, with particular regard to its commitment in fostering critical thinking among its students, are both generically important according to their own terms, but also speak to the qualities that are essential to the promotion of democracy. Democratic societies cannot exist if citizens are not informed or if they abandon reasoned judgment when making decisions that affect their present and future. They cannot thrive if their citizens are unable to distinguish between fact and opinion or if they fail to understand the strengths and weaknesses of premises that underlie arguments that form part of the larger public discourse. Democratic societies cannot survive if the basic understandings that define the public good are not discussed openly under conditions whereby differences of opinion are respected and where the right to engage in such discourse is protected.

The concept of engagement presumes that those who are part of the University community treat each other according to the principles that the institution communicates to external constituencies. One cannot profess a commitment to democratic values if members of one's own community are not treated with the tolerance or respect that such values embrace. Engagement must be therefore practiced authentically within the University community, and cannot be defined solely according to ritualized or symbolic acts. At the same time, as our notion of community becomes necessarily expansive, it is incumbent upon University constituencies to view their role and purpose in increasingly inclusive terms, involving groups external to the immediate and day to day functioning of the institution in its mission-driven activities. The University thus plays an important role in promoting its values to local, regional, national, and international constituencies, and in its actions, must demonstrate its appreciation for the seriousness of its responsibilities to these constituencies. The following discussion describes the University's efforts to fulfill these twin imperatives while noting the challenges that need to be addressed to insure the success of those efforts.

5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

As was noted in the discussion of Criterion 1, the categories of constituents who comprise Illinois Wesleyan University community are listed in the University Vision Statement and include students, faculty, staff, parents, alumni, trustees, donors, and friends. The notion of extended community is a critical element in understanding what the University aspires to be and whom it should serve.

Learning Through Constituency Participation

How then, does the University transform its aspiration of creating an extended community with local, regional, national, and global representation into a functioning entity that not only reflects but also transmits the values expressed within the Vision Statement and other Mission documents? One response to this challenge involves the creation of structures that are designed to communicate with and address the concerns of these differing constituencies. In the discussion of Criterion 1, reference was made to the organizational structures that support some of these constituencies, and the charts representing the general University structure, the Academic Affairs, Division of Student Affairs and Admissions and Enrollment Management offices along with the Board of Trustees are reproduced in appendices __, __, __, __). Suffice it to add that there also are relevant units within the Advancement Office, the Communications Office, and the Business Office, all of which are also tasked to work with the designated constituencies listed within the Vision Statement. Their presence is illustrated in charts listed in appendices ____, ____, ____, and their work will be the subject of the subsequent discussion of this criterion. Because these are permanent and continuing structures that function in support of their host units and offices, the regular nature of their funding reflects their importance to their organizational homes and to the University as a whole. But in order to learn from constituencies, one has to ensure that appropriate space is given so that their needs and concerns are understood. It is within this context that the creation of the Strategic Planning and Budgeting Committee, the Staff Council, faculty, staff, and student presence at Board of Trustee meetings, and the use of community members on Institutional Review Board and Animal Care committees, discussed with reference to Criterion 3, has become especially important. In all of these settings, the aim is not one of simple constituency representation but one whereby shared discourse and a mutual discussion of ideas is not only encouraged but is expected.

An illustrative example of the above involves the Office of Alumni Affairs, which, as part of the Advancement Office, organizes a number of groups that work with alumni who express specific interests and needs. These groups include the Alumni Admissions Network, the Alumni Annual Fund Board, the Greek Alumni Network, the Young Alumni Network, and the Parent Board. Members of the groups meet regularly and offer advice and support for Advancement, Admissions, and Student Life initiatives. The imperative to increase support for institutional diversity not only involves students, faculty, and staff, but is of concern to alumni as well. Therefore, the additional development of the Minority Alumni Network, the Pride Alumni Committee, and the Council of IWU Women within the Alumni Relations Office over the past decade can be viewed as especially significant accomplishments. It is thus unsurprising that the Lawlor Group Identity Study of 2007 reported that alumni respondents reported an 8.5 rating on a scale of ten for overall satisfaction with their experience at Illinois Wesleyan (p.4). And, as has been noted in the discussion of Criterion 1, 69% of total respondents stated that they believed that the University was living its mission (p.7).

Using Interviews and Surveys

Alumni outreach is important because it touches upon the fiscal health of the University while maintaining mission integrity. But because similar equivalencies can be noted for all of the relationships with constituencies the University maintains, it is important for the University to adhere to best practices involving its constituencies, as determined through the collection and analysis of data, whose sources are both internal and external to the institution. It fulfills this responsibility in a number of ways. While the procedures for faculty and staff evaluation have been previously summarized in the discussions of Criteria 2 and 3, it is useful to note here that it is a general University expectation that faculty and staff complete exit interviews subsequent to their separation from the institution. In addition, there are important external collection mechanisms that further give the University the capacity to learn from its members. To begin with, the data collected from the Integrated Post-Secondary Education Data System that compares Illinois Wesleyan University performance indicators with those of its peer/aspirant institutions provides valuable evidence regarding staff salaries and the number of staff, in addition to information of a conventional nature that focuses upon the nature and composition of the student body, its academic performance, institutional sources of revenue, faculty salaries, etc. The Division of Student Affairs has also been committed to having its units reviewed according to Council for the Advancement of Standards criteria with the external reviews of Counseling and Consultation Services, the Hart Career Center, the Office of Residential Life, and the Office of Fraternity and Sorority Life listed in appendices ____, ____, and ____, being especially noteworthy in this respect. In addition, the use of the EBI/ACUHO-I Survey of student satisfaction with regard to assessing the effectiveness of residential life services is significant.

There are also less direct but still powerful ways of insuring that decision-makers have access to comparative data that allows them to address the needs of University constituencies. Staff members within the Division of Student Affairs have been encouraged to more regularly attend regional and national professional meetings where issues involving professional competency and effectiveness are continually discussed. Indeed, the entire Student Affairs Division has become more professionalized in the decade subsequent to the previous self-study, as applicants for open positions are now required to hold advanced degrees and demonstrate discrete experiences relevant to their fields as a precondition to their employment; it is an additional expectation that they express their familiarity with recent trends in their areas. Clearly, being cognizant of the higher education literature as it relates to student development issues is viewed as a necessary condition in meeting students' needs.

Certainly, surveys and interviews have further contributed to the University's general understanding of the needs of its constituents. The use of interviewing, particularly among generic student focus groups, seniors who will be graduating, or students who decide to leave the university prior to their graduation, is particularly noteworthy for its pervasiveness among various units and its usefulness in furthering future programmatic planning and assessment initiatives. The contribution of student focus groups to the evaluation of the general education program, mentioned in discussions of Criteria 3 and 4, of course serves as a prime example of this case. Indeed, as early as 2005-2006, the University Assessment Task Force, working with the then University Assessment

Officer, conducted nearly 70 in-depth interviews with students from all classes. Interview questions were based on analysis of assessment surveys from previous years and were modeled along the lines of the Harvard Assessment Project described in Richard Light's *Making the Most of College*. Internally conducted questionnaire surveys, such as those constructed in support of the Self-Study process or the University Council on Diversity (its Climate Survey), give further evidence for the contention that University has made repeated efforts to identify the needs of its constituencies, often involving them directly in this process.

Identifying Student Needs

Students represent the most important constituency served by other members of the University community, and their needs are continually changing. In the discussion of Criterion 2, the increasingly diversified nature of the University student body was mentioned in deservedly positive terms, for such diversity represents a core University value. At the same time, it is incumbent upon the University to address the specific needs of an increasingly diverse student body through effective curricular and co-curricular programming, and while many of these programs have been mentioned in discussions of the first four criteria, it deserves to be reiterated that programs such as the MALANA orientation, the IWU Safe Zone Training, the Summer Enrichment Program, the Guide Mentoring Program and Diversity representatives in residence halls (<http://www.iwu.edu/multicultural/programs.shtml>) demonstrate that the imperative to maintain effective programs and develop new ones that address emerging concerns is clearly in evidence. Indicative of national trends, over the past decade the University student population has experienced an increase in mental health challenges, and although Counseling and Consultation Services has responded well to those challenges, as evidenced by its CAS external review, the need to continually address student mental health needs is certainly palpable. As our students enter the academy with an increasingly assumed knowledge of and comfort with technology, but with differing degrees of skill in using information technology successfully, and with less comfort with the use of traditional means of conveying written expression, the institutional responsibility to encourage their strengths while offering assistance to help them meet their challenges is clear. It is within this context that it is appropriate to note how various administrative units are increasingly relying upon the use of Facebook and YouTube venues to convey messages that play to students' comfort with new technology. It is also important to appreciate the significant role of campus initiatives to promote enhanced information literacy on campus, discussed at length with reference to Criteria 3 and 4. The importance of the Writing Program, through its support of the development of a culture of writing across the campus, is extremely noteworthy as well, given the challenges students confront in this area.

It is also useful to reiterate how important the creation of an Academic Advising Center has been to students. The creation of the Center is not only a positive example of an institution using assessment data for constructive purposes (see discussions of Criteria 2, 3, and 4), but its development demonstrates a concerted effort to meet student needs. Students were not only subject to poor advising in the past, but too many undeclared

majors fell through the cracks. Now, these students are directly targeted for support, allowing the University to more closely monitor their progress. A new initiative, the Majors and Minors Fair, sponsored by the Academic Advising Center and the Hart Career Center, seeks to visibly communicate to all students the range of opportunities available to them upon completing specific programs as they go through the process of selecting a curricular major.

Identifying the Needs of Staff and External Constituencies

The above noted examples of institutional responsiveness to alumni and student concerns, are reflective of many more examples that exist within the University for other important constituencies, some of which have been previously discussed. However, because the University aspires to be more than a well-functioning institution, but sees itself instead in expansive terms as an active and vibrant community, it is important to note those areas where constituents are given the opportunity to intermingle and share their experiences with one another. Annual events such as the Faculty/Staff Recognition Dinner, the ~~Annual~~ Faculty/Staff breakfast, the Holiday luncheon (transformed into an afternoon reception in 2009), ice cream socials, and a spring picnic help to support a shared sense of community on the campus, and although some of these events have been reduced in scope over the past few years because of financial pressures, they remain an important tool for bringing campus constituencies together. In addition, the Summer Reading Program, whereby both internal and external University constituencies read and discuss a pre-selected text with incoming first-year students, in venues on and off of the University campus, further serves to join constituencies for a shared experience that reiterates the importance of intellectual engagement to all members of the University. As has been noted in the discussion of Criterion 2, staff are invited to participate in campus technology workshops and faculty reading groups, although, for some, their participation is limited due to scheduling conflicts and lack of available release time.

Indeed, as is evident in the efforts to communicate with various alumni groups, the University's external constituencies play an extremely important role in helping it to address its core values. Those efforts include local community use of facilities such as the Shirk Athletic Center, theatrical, musical and artistic performances held on campus that are reviewed in the local media, exhibitions held by local and national artists, IWU faculty, and students that are regularly open to the public and are housed within the University's art galleries, as well as numerous speakers and performers from around the country and around the world who come to the IWU campus. The Shirk Center case is one of the many that is reflective of the way 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 NCAA, the Special Olympics, group activities sponsored by McLean County and Bloomington/Normal, and many other summer programs. As the University has 18 varsity teams for men and women, serving over 550 student-athletes, the Shirk Center is a key campus facility, making its accessibility to the surrounding community that much more impressive. In 2009-2010, there were about 300 special users holding passes to the Shirk Center, and in

2010-2011, 70 different external groups utilized the facility. 75% percent of the faculty and staff also make use of the facility on a regular basis.

Two additional examples illustrate the ways in which the University endeavors to link its own values to the needs and concerns of the surrounding community, one of which has been successful, a second less so. The University has worked with local community groups to plan activities combating discrimination and promoting tolerance under the “Not in Our Town” initiative as part of a nation-wide effort to combat hate crimes in local communities. As discussed in Criterion 3, annual Martin Luther King Day celebrations have brought noted speakers to campus to discuss issues of tolerance and social justice. They interact with students, faculty, staff and community members by participating in lectures, workshops and discussions that are held throughout the day. Over the past few years the University has also held two Racial Justice summit day long workshops, co-sponsored with the local YWCA on the campus. Many community members have been in attendance including employees from IWU, State Farm Insurance Companies, Country Financial, YWCA, local school districts, and others from our communities. However, this program has proven to be less successful with internal constituencies, and University attendance at the most recent Racial Justice summit workshop was poor, indicating a need to do much more to encourage participation among University faculty, students, and staff.

In support of its commitment to sustainability, the University has agreed to house ~~a few~~ charging stations in the back of its LEED silver certified Minor Myers jr. Welcome Center that will service electric vehicles. This initiative is part of a collective effort on the part of the University, the City of Bloomington, and the Town of Normal, titled E-Town, which is designed to promote the use of alternative energy sources for transportation purposes. In January of 2011, as noted in the summary of campus wide sustainability efforts in the discussion of Criterion 2, Illinois Wesleyan University’s campus dining service Sodexo joined forces with Illinois State University (ISU) and others to participate in a composting program diverting leftover food away from the county landfill and onto an ISU farm in Lexington, Illinois. Since the effort began, it has recycled over 35,496 pounds of food from the Bertholf Commons, faculty dining areas and large catering events.

(http://www.iwu.edu/CurrentNews/newsreleases11/fea_RecycleMania_00511.shtml).

These cases offer further illustrations of the ways in which campus facilities and resources are regularly used to support community efforts that reiterate the shared values articulated within the University mission documents.

One final example of University efforts to respond to the needs of both internal and external constituencies involves the University’s 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 2500 members of the community attended the Sustainable Living and Wellness Expo in 2011. (http://www.iwu.edu/CurrentNews/newsreleases11/evt_WellnessExpo2011_00311.shtml).

It is evident that the University has clearly identified its different constituencies, be they internal or external to the physical boundaries of its campus, and that it endeavors to listen to their needs and react appropriately when it is able to do so. The fact that programming initiatives, particularly but not exclusively in areas such as Alumni Relations, Student Affairs, and external community relations, are continually dynamic and innovative offers evidence for this contention as does the use of information gathered to inform and suggest best practices within specific domains. Although the University has funded the position of Director of Government and Community Relations since 2005, it has been deeply involved with community initiatives for many years preceding the establishment of that position. Thus, even before assuming the position, the current Director worked closely with other community organizations in an ongoing effort to develop the Main Street corridor, a central thoroughfare connecting the City of Bloomington and the Town of Normal while bordering Illinois Wesleyan, the Advocate Bromenn Medical Center, and Illinois State University. While IWU does create structured spaces that allow for the effective interaction among internal and external constituencies, the University does not house an extension division, nor does it separate its service commitments into specific bureaucratic units. Instead, as befits an institution of its size and in recognition of the inclusivity of the values embedded within its Mission documents, IWU views service to both its internal and external constituencies as an obligation that all of the members of the University community are asked to fulfill.

5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

5c. The organization demonstrates its responsiveness to those constituencies that depend upon it for service.

There are many examples that have been provided that speak to the importance the University places upon identifying the constituencies with whom it believes it is obligated to serve. It has certainly created the opportunities to communicate regularly with those groups. But an important measure of the commitment any organization makes toward its members and stakeholders involves the *effectiveness* of one's efforts at engagement, and as is true of most organizations who include multiple stakeholders, and constituencies, the effectiveness of one's engagement efforts will vary according to the needs of one's constituencies, the nature of the interactions between the organization and the constituent group, and the ways in which broader social, economic, and political pressures broadly affect both the organization and its constituencies. The Illinois Wesleyan case demonstrates how processes of effective engagement offer support for the core institutional values to which the University community is committed, but it also offers evidence of the challenges the University must confront to more systematically achieve its desired goals.

Engagement with Students

Maintaining the health and welfare of one's students must be viewed as a crucial obligation for a liberal arts college, and this is an area where the University has been deeply engaged. The Illinois Wesleyan (Arnold) Health Service, for example, provides primary health care and /or professional referral services to IWU students. IWU students

can be seen, either by walk-in or appointment by a nurse practitioner (NP). The NP diagnoses and treats common infectious ailments as well as injuries and in summary, serves as a primary care provider for the students. Some immunizations and limited lab testing are available for students while general health counseling is provided to them. In addition, flu shots are regularly made available to students (and to their availability, University employees). External referrals to other medical professionals are also provided as needed. There is no charge to students for seeing the nurse practitioner and the Health Service records about 2000 visits per year (this includes faculty and staff as well). The Director of the Health Service feels that the services provided are valued and although there has been no specific objective measure of this fact having been reported, anecdotally, the students make many positive comments about the services they receive. The Health Service has also heard from parents who have stated that the fact that IWU has a campus service made them feel more comfortable about their child being at IWU. The fact that the services provided by the nurse, the nurse practitioner and a part-time dietitian are free is also considered a big advantage. Finally, the Director believes that there is a good relationship with faculty in dealing with students with medical problems.

Some of the challenges the staff of the Health Service confront include providing for oral contraception for students in need of such medication on a short-term basis, at least until the students can set up an appointment with an OB-GYN, and offering medications for anxiety disorders on a short-term basis. In both of these cases, the intent would be one of serving as a “bridge” to more long-term therapy and in both of these cases, although the provisions would ordinarily fall within the scope, training, and responsibilities of the nurse practitioner, limitations have been placed upon their implementation due to legal or other non-medical reasons.

A similar story can be told with regard to Counseling and Consultation Services. The external review of the Center, conducted in January 2009, spoke in positive terms about the Center’s performance and the ability of its staff to effectively engage with University students.

As is reflected throughout this report, CCS is a very strong department with qualified and dedicated staff. The department has earned the respect of members from all constituent groups across the IWU campus, and rightly so. Students value the service and use it frequently. The overwhelming sentiments we heard time and time again were that CCS plays a significant role within Student Affairs and provides invaluable clinical, consultation, crisis, and outreach services to the IWU community.

External reviewers were specifically impressed with the progress Center staff have made in a relatively short period of time in “creating such a viable mental health resource at IWU.” The challenges that Center staff confront include reaching student groups traditionally reluctant to take advantage of Center resources (males, athletes, members of fraternities, for example), obtaining access to legal counsel with specific expertise in mental health issues, locating physical space more conducive to staff and constituent needs, better using technology in support of Center goals and objectives, improving staff diversity, and working with other Student Affairs staff members to rationally distribute responsibilities currently fulfilled by Center staff. Given the fact that some Center staff

have to be located in a second building apart from the primary location where the Center resides is an especially significant continuing concern. However, these are challenges that as the reviewers noted, if addressed, will “make a strong resource even stronger.”

The University makes a concerted effort to address the specific needs of students with disabilities. At Illinois Wesleyan, a support team including the Director of Academic Advising, the Provost, and the Coordinator of Disability Services coordinate these services and appropriate accommodations. To be eligible for services, students must first self-report their disability. It is the student’s responsibility to provide documentation of her/his disability, including an assessment of his/her needs.

The principal groups of students served by Disability Services are those who have had accommodations under the Americans with Disabilities Act (ADA) in secondary school. These disabilities range from students who have been diagnosed with Attention Deficit Disorder (ADD) and similar disabilities to those with significant visual impairment, hearing deficit, or those who are mobility impaired. The Provost’s Office and the Director of Academic Advising work very closely with the Coordinator of Disability Services and the Student Affairs Division to coordinate the services these students need. Student Affairs is especially involved with students who require accommodations in their living quarters.

A second group of students are those who arrive at IWU without a prior diagnosis or history of academic accommodations. Members of the faculty or staff frequently refer students to the Provost’s Office or the Director of Academic Advising to discuss the specific challenges faced by these students. It is not uncommon for students to first recognize the effects of an unseen disability after their arrival on the campus. In those cases, IWU recommends that the students work with their primary care physician to identify someone to perform the appropriate diagnostic tests. When necessary, IWU provides referrals to qualified clinicians in the community.

For both of these groups of students, the university assists them in securing support when taking the entrance exams for graduate, law, medical, or other professional school. The specific processes involved in obtaining academic accommodations along with forms that speak to rights and responsibilities, document guidelines, and verification of specific disabilities are made available on the Disabilities Services webpage, <http://www.iwu.edu/access/>.

The seamless coordination of services with the divisions of Academic and Student Affairs is viewed as a strength of the University’s Disabilities Services program, especially as related to housing accessibility. The program is flexible enough to allow students with significant disabilities to have a staff person work with them one-on-one. The fact that faculty have been involved in the referral process is also viewed as a strength.

The Ames Library is committed to insuring that users with disabilities have equal access to all library resources, print and online. Available assistance may include research assistance, delivery of materials, adaptive technology, and ensuring building accessibility. The Thorpe Center in Ames has additional technologies and assistive

services for students with disabilities. If a student with a physical disability is scheduled to take a course in a classroom building that due to age is not accessible, the class will immediately be relocated to an appropriate alternative space.

Students have reported that the accommodations and support they receive are essential for them to successfully complete their coursework. The majority of ADA- eligible students voluntarily schedule an appointment with the Director of Academic Advising at least once a semester to review their performance and to ensure that their accommodations are meeting their specific needs. The voluntary nature of these appointments is indicative of their perceived intrinsic value on the part of students. Nonetheless, there certainly are challenges that Disability Services officials regularly confront in their efforts to address students' needs. Occasionally, for example, a visually impaired student requests a text conversion software package to which IWU does not have access, the student must adapt to a new software program. Additional resources would allow for more individualized attention to students in instances such as this. And, of course, the fact that not all campus buildings are accessible to those with physical disabilities presents its own set of ongoing challenges (although as noted in the discussion of Criterion 2, some notable improvements have occurred since the last accreditation review).

Despite the challenges identified above, the Disabilities Services Office feels confident that it has been able to meet all of the required needs of our ADA students. Although these examples focus upon efforts to engage students with specific accommodation, they should be understood within a larger framework, whereby, as has been previously noted, students have repeatedly expressed broad satisfaction with their IWU experience according to survey instrument responses. The success of these programs has depended upon the willingness of students to self-advocate their needs to appropriate faculty, staff, and administrators. These cases illustrate the truism that such satisfaction does not simply occur as a matter of spontaneous generation, but results from careful programmatic planning, sensitive intercommunication, and a seriousness of purpose among those responsible for addressing students' needs.

In an even more expansive sense, there is the expectation that students engage meaningfully with on and off-campus constituencies. What, then, are the conditions under which students make the decision to engage with different communities, and how is their decision-making supported? The range of co-curricular options available to students is first made clear during their "Turning Titan" first year orientation program, whereby members of clubs and organizations meet with students and talk about their activities and agendas for the upcoming year.

One of the more significant initiatives involving students and alumni during the Orientation period is the Titan-2-Titan program, whereby first year students are matched with elderly alumni who are in need of assistance. The program began five years ago to augment volunteer placements that are offered to students into during their Day of Service (the Saturday before classes begin). Prior to the implementation of this program, the Associate Dean of Students had worked with local nursing homes, arranging volunteer projects for students who wanted to work with an older population. As there are many older alumni living in the community, connecting our students with older

alumni who might need assistance with tasks around their homes was a good way for students to do meaningful service and a great way to keep older alumni connected with IWU. Over the years, students have helped clean and maintain an in-ground pool, packed up a household as an alum prepared to move to assisted living, washed windows, cleaned basements and garages, washed and waxed vintage cars, completed landscaping tasks, cleaned kitchens and cupboards, and have undertaken a myriad of other household jobs for which our senior alumni have needed assistance. In 2010-2011, forty-three students went to the homes of 13 alumni creating memorable connections that have served both young and old, as the program has supported needed service and has created lasting friendship. As important as is the actual work that is performed for our alumni, the opportunity that is created that allows alumni to meet with students, offer support, share stories and connect as fellow Titans is of equal significance. For some, the work is even secondary to the conversations that ensue, and students have been delighted to receive elaborate trays of cookies offered with beverages, goodie bags given with words of thanks, and invitations for lunch or dinner. One alumnus takes down the names and birthdays of the students who visit and throughout the year delivers homemade birthday cakes to the students' residence halls. The Titan-2-Titan program has been repeated over two May Terms as well as during the orientation period, and any IWU student can volunteer to participate at that time, irrespective of one's year in school. Students participating in the program receive a T2T Tee shirt that they wear when working at the home (based on e-mail exchange with the Associate Dean of Students, 9/1/2011).

In total, there are 212 registered student organizations in fourteen different categories, some of which include those with volunteer, club athletics, student government, spiritual life, fine arts and cultural activities, politics, fraternity and sorority, music, and media orientations. The possibilities for co-curricular engagement are certainly present, both on and off campus. But making a successful decision to join an organization will eventually involve employing efficient time management strategies as well as setting priorities so as to appropriately balance one's academic obligations and perhaps work-study responsibilities with one's co-curricular interests. The counseling provided by residence hall staff and assistants in this area, along with advice offered from the Academic Advising Center and one's own formal adviser, is thus crucial in assisting students navigate these waters.

In a similar vein, the decision to study abroad or spend a semester studying in an urban setting, through the Washington Semester or Georgetown University Semester, the Urban Studies or the Urban Education programs in Chicago, or the New York Media Experience program sponsored by Marist college, requires a significant degree of institutional support. Advisors need to work with students so that they are aware of the transfer credits they will receive in participating in such programs, and to help them plan accordingly so that other University academic requirements as a part of their General Education and major programs can be fulfilled upon their return, without their future graduation being impeded. The advising process and support system offered to students studying abroad involves additional complexities such as the interpretation of course equivalencies arising from different educational systems, assistance that the International Office provides with regard to publicizing different scholarship options for students needing travel fund assistance, and repeated coordination with one's advisor, given the frequent possibility

that the courses one has initially chosen to take may not be available upon one's arrival. Similarly, in order to allow students studying abroad to register for their on campus courses during the subsequent semester, students correspond electronically with their advisors who work with the Registrar's office so as to insure that they are not disadvantaged in completing the registration process. But whether it be the semester spent in another country or the internship spent with a local community organization, frequent communication on the part of University professors and staff with students who engage with external communities is understood to be a practice that is essential to their eventual success. As was noted in the discussion of Criterion 3, a significant number of academic departments and programs are not only encouraging but are now requiring that their majors complete a significant off-campus experience (Political Science, International Studies, Hispanic Studies, French, German, Educational Studies, Music Education, Nursing, come immediately to mind). As a result, the University obligation to insure that students are supported in their efforts to authentically engage with the communities associated with their interests is strongly acknowledged.

For decades, students have repeatedly spoken of of the IWU bubble, inferring that the campus environment can be isolating and closed (IWU Magazine, Spring, 07, <http://www.iwu.edu/iwunews/magazine/pastissues/Spring-2007/SENATE.shtml>). Breaking the bubble requires students to embrace experiences that are new, unfamiliar, and perhaps initially anxiety provoking. And while there are numerous opportunities to pursue experiences that will help one break the bubble, from the myriad of career internships and work experiences noted in the discussion of Criterion 4, to involvement in the Action Research Center and service related co-curricular activities, and to study abroad possibilities discussed with reference to the other criteria throughout this report, some students feel compelled to stay within the bubble during their four years at the University. The challenge for other members of the IWU community is not one of dictating to students the choices they should make when they select those areas on and off campus with which they choose to engage, but to more clearly present the benefits and potential rewards of taking risks by opening oneself up to new and challenging opportunities that such experiences may provide.

Staff Engagement

Many of the efforts to systematically improve the ways in which staff are encouraged to engage with University policies and practices have been noted in discussions of Criteria 1 and 2 ~~one and two~~, and as ~~been~~ noted in the discussion of this criterion, they include the creation of a Staff Council, staff representation on the Strategic Planning and Budgeting Committee, staff representation on major search committees, and the guarantee of official staff presence at Board of Trustee Meetings. In large part, because of concerns raised by external visitors during the previous Higher Learning Commission reaccreditation review, there has been a concerted effort to enhance transparency and inclusivity with regard to decision-making on the campus, and this has been true with specific regard to the treatment of the staff. But there are also additional, less official ways in which the staff have been included in University activities that deserve emphasis. For example, the President and his cabinet meet with staff once a year to listen to concerns that arise that are specific to this constituency. In 2010, a campus wide "teach-in" titled "IWU's Got

Talent” was held, showcasing the talents of staff, students, and faculty, who taught non-formal classes to one another over a three day period. The Summer Reading Program, previously discussed with reference to its importance as a signifier of liberal arts values embraced by the entire University community, has been benefited tremendously from staff participation. And, as was previously noted, faculty reading groups sponsored by the Mellon Center as vehicles for faculty development, are now required to open their activities to staff as well as faculty participation in their activities. As has been previously discussed with reference to Criteria 1 and 2, the inclusion of staff on the Morocco study seminar and in campus workshops devoted to sustainability, technology, and globalization themes is an important indication of the University’s commitment to enhancing staff engagement on the campus.

Engagement occurs when constituents believe that their work is valued and appreciated, and there have been additional efforts that have been made to directly address staff needs that are specific to the nature of their work and their working conditions. For example, extra holidays are now provided to staff members who are able to take paid time off during the week between Christmas Eve and New Year’s. In 2010, to reward all the staff for the community of spirit they expressed during difficult economic times, the President added two additional holidays to the University Calendar--the Monday of Spring Break week and an extra day during the Fourth of July holiday. These additional days do not count against regular vacation or personal day benefits. Although implemented prior to the last self-study, it is important to note that the staff works a reduced day in the summer from 8:00 a.m.- 4:00 p.m., with an hour set aside for lunch. It additionally observes these reduced working hours during the week of Spring Break in March and in December, after finals are completed and until the Winter Break begins. As the normal work day during the academic year is from 8:00 a.m. – 4:30 p.m., such changes in the regular work day schedule are significant and have been appreciated.

In November 2010 the Board of Trustees authorized a special one-time salary supplement for faculty and staff whereby each full-time faculty/staff employee received \$600 and part-time employees received \$300. An additional salary supplement was approved in the amount of \$400 for each full-time faculty/staff employee and \$200 for each part-time employees in 2011. These special supplements were provided to faculty/staff to recognize the sacrifices over the past three years and the commitment made by everyone to help the University sustain its longstanding quality. The monetary supplement was funded through monies saved during the 2009-2010 and 2010-2011 fiscal years. Changes in the tuition benefit program that now include exempt and non-exempt staff members have been previously discussed, as has the opening of Rogy’s Learning Place, a child care facility managed by the University in conjunction with the Advocate Bromenn Medical Center and Illinois State University. This initiative is particularly noteworthy because as been previously mentioned in the discussion of Criterion 2, the lack of adequate child care for faculty and staff was a major concern expressed in 2003 Challenge and Response report prepared for the last reaccreditation review. Although the desire to bring adequate child care to faculty and staff was expressed for many years, the goal was implemented only through reaching out to Advocate Bromenn Medical Center and Illinois State University and engaging in collective planning and shared decision-making among the

three institutions. This became a shared community based imperative because no single institution was in a position to solely fund and operate such a center.

Taken together, policies involving tuition benefits, day care, supplemental stipends, and changes in staff schedules have benefited the University staff, and in the case of the day care center, University faculty as well. However, as has been previously noted in the discussion of Criterion 1, in order for all members of the staff to more fully engage in University activities, better communication with staff regarding the various roles of different constituencies and the units they serve needs to be implemented, while better accommodations need to be made for those staff who would enjoy participating in service oriented activities but whose work schedules as determined by supervisors are too inflexible to permit such participation. And, in spite of all of these initiatives, as has been noted in the discussion of Criterion 2, the University's lack of responsiveness to the need to augment the size of the staff (12th among the University's 13 peer institutions) represents a significant concern, given the fact that this was also a significant challenge mentioned in the *2003 Growth and Challenge* self-study report. The comparatively poor level of compensation offered staff (68% falling within the third-fifth quintiles among our peer/aspirant institutions) offers further evidence for the belief that there are fundamental staff needs that have not been addressed since the last self-study. When staff are overworked and underpaid, they cannot be expected to be fully and regularly engaged in service activities sponsored by the University on a full time basis. Indeed, their level of engagement is remarkable given the workload and compensation issues they confront. Thus, in spite of some notable efforts that have been made to address staff questions of staff morale raised during the previous reaccreditation review, rectifying weaknesses involving the number of staff employed by the University in relationship to the number of students served, and improving compensation rates are crucial changes that must be implemented if the University expects to fully engage its staff and serve them effectively.

Faculty Engagement

Two of the more important themes that have emerged from our previous discussions of faculty involve the widely shared belief that faculty work-loads are heavy and that their service commitments to the University are extensive. That these themes co-exist with one another offers evidence for the contention that the faculty is indeed engaged in the life of the University and in the surrounding community. While teaching loads are heavy and scholarship expectations appropriate for the degree of teaching that is conducted, faculty additionally engage in extensive service. Traditionally such service has been defined within the academy as involving committee work, in support of curricular, faculty development, and governance activities. Such service, generally involving a two year commitment is absolutely essential for the University to succeed in conducting its academic affairs. But service for the IWU faculty has also meant engagement with external constituencies, and the degree of faculty engagement within this realm is impressive. Over the past ten years, faculty (and staff) have served on the Bloomington City Council and the McLean County Board. One faculty member has run for public office as mayor of the City of Bloomington and came within eleven votes of being elected. Other faculty have regularly offered their expertise to city and county officials,

while still others have served on school boards, the Board of Directors for the Advocate Bromenn Medical Center, the ACLU, library boards in a number of communities, and other civic organizations.

Trustee Engagement

The role of the Board of Trustees has been previously discussed with regard to its formal responsibilities in guaranteeing the financial health of the institution, its role in contributing to the University Strategic Plan and Mission Documents, and its role in support of the University capital campaign. The willingness of the Board to interact with faculty, students, and staff, through inviting them to attend Board meetings on a regular basis has also been noted. But the Board's level of institutional engagement is evident in other ways too. The Board includes 39 active and ex officio members, four honorary members and 26 members holding emeritus status. In examining the profile of its active and ex officio members, it is clear that most of the members of the Board reside within Illinois (24), other areas of the Central Midwest (4), or Ohio and the Eastern states (5), with the professional backgrounds of Board members including business and industry (5), finance and banking (11), law and the judiciary (6), and medicine (4). Over the past decade, an effort has been made to increase the ethnic diversity of the Board, and currently 8 of the 39 Board members have African-American and Latino/Hispanic backgrounds. What is extremely impressive about their profile is the fact that 28 of the 39 members of the Board have served on the Board for five years or longer, indicating their profound and sustained concern for the welfare of the institution. The entire Board meets three times a year (in February, May, and October), while the Executive Committee of the Board meets four times a year (in January, March or April, July, and September). The Board is organized according to four standing committees: Academic Affairs Advancement, Business Affairs, and Campus Life. In addition, several subcommittees have been formed to address issues involving investments, the University audit, and diversity initiatives. Average attendance at Board meetings is an impressive 70% of the total active membership. What is also impressive about the Board's level of engagement is that Board members in addition to attending to their formal responsibilities, often visit classes that are in session, hold and organize alumni events, and those who are local residents are active both in civic activities while maintaining their involvement with local alumni groups. Students and faculty not only attend Board sub-committee meetings where appropriate, but they interact with Trustees during dinners and other informal venues scheduled around formal meeting times where presentations involving artistic achievement, study abroad experiences, and International Student perspectives, amongst other themes, have been shared. Indeed, it was the result of a University wide retreat in Oakbrook Illinois that the current strategic planning process was initially formed and Board members played a crucial participatory role that led to the success of that activity (BOT PowerPoint prepared in support of Criterion 5).

As one current trustee notes in assessing the importance of active trustee engagement to the health and welfare of the University,

I think the ultimate beneficiaries of (the trustees' work) are the students of IWU, and by extension, the world in which they work and serve. Every IWU student develops and learns at Wesleyan, and goes out into the world, and as Minor Myers put it, "does good." The good that we (Illinois Wesleyan) prepare them to deliver is why I serve as a trustee.

At the same time, some trustees believe that while the Board performs needed services to the IWU community, not all are sure that their services are well understood outside of a fairly closed community (primarily the President and the Cabinet). Trustees do receive feedback from the administration, faculty, and staff (much of it on an informal basis) although one trustee had the feeling that the negative financial impact of the downturn in the economy over the past two years (resulting in reduced retirement benefits, budget cutbacks, etc.) may have put an increased strain on the relationship between faculty/staff and the Board. In addition, the level of engagement with the general IWU community varies widely among trustees as members of the Executive committee have more opportunity to interact with administration and faculty, and therefore obtain more feedback and gain more input. One trustee indicated a desire to be more "mainstreamed" into the campus community that could include a better use of Board members with specific skills/talents as university speakers, for example. It was further suggested that it would be ideal if Board meetings could be scheduled to coincide with Convocation and graduation ceremonies so that the Trustees could more easily participate in those events. Improved communication among all University constituencies is a repeated challenge that arises within the discussion of this criterion, and its presence here is noteworthy in spite of the high level of engagement practiced by Board of Trustee members.

Engaging Parents

The University has a special responsibility to engage with students' parents and guardians as befits its exclusive undergraduate and residential character. To that end, regular on-campus programming on their behalf includes a Parent Orientation program in June, and a Fall Family Weekend in September. An e-Parent newsletter has been created to keep parents informed about campus events and activities. The electronic newsletter is published on a monthly basis by the Advancement Office and is disseminated to those who sign up to receive its issues. The Office of Communications collects information from parents so as to send relevant information about their students to local newspapers; and a Parent Fund has been a long established program to support students who lose their breadwinning parent while enrolled at the University. As described on the Advancement Office website,

On November 11, 1960, Charles W. Merritt, a father of one of the players in the game, learned that the father of one of the other players had died suddenly not long before. In an act of generosity and compassion, Charles passed a paper bag around the stadium to collect money to help the family with college costs. So began the IWU Parent Fund. When a family suffers the death or permanent disability of the bread-winning parent, our Illinois Wesleyan family extends a helping hand. Since its humble beginnings, the Parent Fund has supported over 300 young people with financial assistance through the Illinois Wesleyan University Parent Grant. On average, three to

four students per year are supported by the IWU Parent Grant.
(<http://www.iwu.edu/giving/who/parents2.shtml>)

In addition to these initiatives, a Parent Board was been established by the Advancement Office and is now being run by the Student Affairs Division to help coordinate these and other initiatives. With a mission dedicated to assisting students and strengthening the parent-University relationship, members of the Parent Board, in addition to supporting the above mentioned initiatives, participate in on-campus programs, and represent IWU within and outside the campus community

(<http://www.iwu.edu/eparent/ParentBoard.shtml>). Of course, financial aid remains a primary concern for most parents, and the University financial aid office has taken steps since the last reaccreditation review to offer assistance to parents in this area. Specifically, they have become more involved in assisting parents with efforts to secure private loans, and have moved application forms, direct loan processes, and other general information to online access. The Director of Financial Aid and the Dean of Enrollment Management regularly conduct financial aid presentations at high schools and college programs where they offer students and parents advice with respect to the best strategies for pursuing higher education financing.

As the transition to university life involves significant challenges for parents as well as students, the University has created the First Year Frequency Program for parents. During these radio programs, students, staff from the Division of Student Affairs, and occasionally faculty members and the University President participate in hour-long radio episodes that are broadcast locally and are then distributed as podcasts through an accompanying First Year Frequency blog and the iTunes store. The subjects that are addressed in these seven programs include issues involving student transition to the University, involvement in campus activities, fraternity and sorority recruitment, academic challenges and support mechanisms, roommate issues, as well as general student development challenges that first year university students commonly experience. The accompanying blog has generated 2448 unique views distributed among 49 blog posts. As one parent attesting to the usefulness of the program states,

My wife and I look forward to tonight's broadcast! We so enjoyed the first one, that this will be our Monday night ritual for the coming weeks. The talking points and connection to the school that the show gives us is invaluable; in particular since our daughter is one of the few from Minnesota and is an 8 hour drive from home. She is absolutely enjoying her IWU experience these first couple weeks; really enjoying her instructors, making new friends, and maturing rapidly. Thank you for the program and all that the IWU campus does for the students! (Posted on 8/29/2011.)

Engaging Alumni and Donors

While some of the newer initiatives that have been developed to address the specific needs of groups of alumni have been already noted, it is useful to examine the way in which the Alumni Relations Office structures its interactions with alumni in a general sense. Thus, an Alumni Association Executive Board oversees the various committees

that represent specific alumni groups including twenty regional committees and twelve reunion committees that operate annually in addition to those groups that have special common interests (Minority Alumni Network, Greek Alumni Committee, Alumni Admissions Committee, Pride Committee, etc. A full listing of these groups is available in the Alumni Written Report.pdf). Those efforts that have successfully engaged alumni thus result in large part from a systematic effort to solicit their talent and skills in support of the University.

Alumni do speak at Career Center events and on topics of relevance to the University Community in the classroom or in public venues. Additionally, a noted alumnus often delivers the Commencement address at graduation. Alumni make up over half of the members of the Wesleyan Associates program, whose members are local business and professional leaders that raise funds for McLean County scholarships, offer internships to students, and help with local marketing. The success of the program is indicative of the close ties the University maintains with the surrounding Bloomington/Normal community, which is in part due to the success of alumni who have stayed in the area. The CEO's of major organizations including the State Farm Insurance Corporation, GROWMARK (a supplier of agricultural equipment and supplies), the Community Cancer Center of Bloomington, Heritage Health Enterprises, Chestnut Health Systems, and the CFOs of State Farm and AFNI (responsible for national call center, collection and insurance service centers) are all alumni who have made notable contributions to the community. In addition, the current Minority leader of the Illinois House of Representatives, and the most recent Republican nominee for Governor of the state are alumni, as is the former Deputy Downstate Director for Senator Richard Durbin. Their general concern for the welfare of the University is indicative of the loyalty a large portion of the alumni feel for the institution, the increases in Homecoming Weekend attendance rates (over 50% in recent years) offering evidence for the claim.

In the discussion of Criterion 2, the challenges the Advancement Office confronts in managing a capital campaign were noted, with specific reference to the need to balance large and small donor solicitation. Some of the efforts to increase donor participation have included the establishment of a tradition of giving while undergraduates are attending the University, through the solicitation of class gifts, the volunteer pairing of undergraduates with elderly alumni in the area to provide them with some needed services, the creation of "giving circles," based upon affinity or a special thematic focus, and the use of surveys and focus groups to determine donor preferences with regard to their future contributions. As was previously noted, the percentage of alumni who participate in donating to the University has declined to 19% over the past five years, a trend that mirrors national giving patterns but is disproportionately low for an institution of IWU's quality. Improving the percentage of donor giving while continuing to attract major gifts will be an ongoing challenge for the Advancement Office and although the rate of alumni giving has been a longstanding concern, it has now become an immediate challenge that will need to be addressed. As a number of major gifts officers are relatively new to the University, and as it generally requires at least seven different encounters before a major gift request can be made, maintaining an increasingly experienced staff with little turnover will be a necessary component to the success of the capital campaign. But, as has also been noted, the overall success of the Campaign to date

is extremely impressive and offers its own commentary upon the degree to which alumni and friends of the University are engaged with its mission and activities.

Demonstrating Responsiveness to External Communities

The mission of the University involves service to external communities that are situated at the local, regional, national, and international levels, and considerable evidence has been presented to indicate that the University does indeed make an effort to engage with each of these communities. The specific needs that they have require them to define their relationship to the University in special ways, and the University must adjust and respond accordingly. Unlike many college towns which house small liberal arts colleges, the Bloomington/Normal community is a metro area with considerable economic strength within the state, serving as the home to the State Farm Insurance Corporation, Country Financial Companies, and Mitsubishi Motors North America, while also housing four higher education institutions (IWU, Illinois State University, Heartland Community College, and Lincoln College). With a population of 165,298 in McLean County, it is located 125 miles southwest of Chicago, 155 miles northeast of St. Louis and 64 miles northeast of Springfield, the State Capital. Its location, and the high percentage of professionals and educators within its population base have contributed to its long-term economic success. But it certainly confronts the typical social, political, and economic challenges that smaller metro areas across the U.S also face. Because of its long history, Illinois Wesleyan has played an important role in the development of the area for over a century and the importance of its presence is acknowledged repeatedly on area websites such as that of the Bloomington-Normal Area Convention and Visitor's Bureau (<http://www.bloomingtonnormalcvb.org/index.cfm>) and in publications such as the local newspaper, *The Pantagraph*, where the University has been mentioned over 900 times a year for the past four years. (Although notations have been less prominent in the Chicago media, they still consistently have averaged over 150 citations per year over the past five years. (Lexis/Nexis Academic and the Chicago Tribune archives). In addition, a local radio station broadcasts 40-45 sporting events including basketball, football, baseball and tournament games per year. The fact that many University graduates have stayed within the area and have contributed directly to its growth and development has further heightened the esteem with which the University is held within its surrounding environment. A number of examples have been given that demonstrate the University's willingness to support its local community. But in order for true collaborative relationships to develop, trust needs to be established at the beginning of the collaboration. Such was the case with the University's involvement in the West Bloomington Revitalization Project. From its inception, IWU was one of a number of Bloomington organizations represented that formed part of the West Bloomington Task Force, convened in 2008 by the Economic Development Council of the Bloomington-Normal Area and the City of Bloomington. Since then, 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. Illinois Wesleyan University has worked with Illinois State University to offer mentoring opportunities for students living in the neighborhood and has offered support for those wishing to partner or establish new businesses. Students, working through the Action Research Center have additionally 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 have helped the West Bloomington Revitalization Partnership to obtain 501C3 designation from the Internal Revenue Service as a charitable organization, while assisting its members in obtaining CHDO (Community Development Housing Organization) membership.

Once such trust is established, then similar projects can be initiated with additional prospects of success. This is the case for a study conducted by an IWU economics professor and a student after the student completed a Time Series Analysis course. The student obtained a grant from the University Action Research Center, and with the support of his professor, examined foreclosure trends from more than 2,000 families over a three month period by analyzing records in the county recorder's office. As a result of their work, the Town of Normal is utilizing the information to generate its own report regarding the McLean County foreclosure situation.

Projects such as these cement the University's reputation as a valuable community organization, many of whose students are interested and willing to become involved in local community affairs. The excellent town/gown relations the University experiences, though, are also due to the fact that when students are given the opportunities to work in the community, for civic engagement experiences or simply for reasons of supplementing their limited incomes, they are viewed as being conscientious, dependable, hardworking, and gifted. Indeed, these perceptions are not always held for undergraduate students attending a small private residential institution, where their exorbitant degree of family affluence is often (and incorrectly) assumed to exist.

In the discussion of Criterion 3, the connections professional programs have made with local external constituencies were commented upon. The School of Nursing and the Educational Studies Department offer particular examples whereby the relationships cultivated with the external community greatly enhance the learning offered within the professional programs. The School of Nursing provides students with diverse clinical experiences that begin in their second year. A nursing student will have two clinical experiences as a sophomore and two clinical experiences each of the following semesters. Many other programs do not offer clinical experiences for their nursing students until their junior year, so our 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 School of Nursing clinical experiences are situated include Bloomington-Normal, Champaign, Clinton, East Peoria, Peoria, Hopedale, Mahomet, and Urbana. All of these communities are within a 60 mile radius of Illinois Wesleyan University. Since the last accreditation, our nursing students have also completed internships in collaboration with the Northwestern Memorial Prentice Women's Hospital in Chicago, IL, the Walter Reed Army Medical Center in Washington, D.C., the Tripler Army Medical Center in Oahu, HI., St. Vincent Hospital in

Indianapolis, IN, the OSF St. Frances Medical Center in Peoria, IL., the Methodist Medical Center in Peoria, and the Bromenn Regional Medical Center, Normal, IL.. http://www.iwu.edu/nursing/curriculum/Clinical_Experiences.shtml.

With specific reference to the Educational Studies program, students who want to be teachers engage in a number of clinical experiences that are directly tied to their coursework. An important feature of the program is that students often have a year-long 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.. The success of the Teacher Education program at IWU is thus largely due to the trust public school teachers and administrators have in the University faculty and our students. With clinical visits that occur at least five to six times during one's student teaching on the part of University supervisors, and with an assessment system that asks student teachers to take full responsibility for their analyzing their strengths and challenges in direct cooperation with the cooperating teacher and the University supervisor, a team approach to assessment is constructed. As a result, student teachers are given assistance in developing their teaching competencies to the highest degrees of proficiency that are possible for novice teachers. Cooperating teachers and public school officials know that students who progress through the Teacher Education program will receive an uncommon amount of attention and support from their University professors and instructors, and they view IWU students as 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 IWU 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 fact that so many IWU graduates are now employed in the local districts as teachers and administrators is one reason why a comparatively small teacher education program is able to thrive in this environment.

But in committing resources to a quality Teacher Education program, the University is simply reiterating the importance of teaching as a core value within its Mission documents to external communities. It does so, cognizant of the fact that its mission speaks to more general social responsibilities all higher education institutions have in making college accessible and affordable for deserving high school graduates. In that vein, it is useful to note that the University is very well aware of both its obligation to help students pursue a quality undergraduate education and to admit students who have the background and ability to succeed in an environment where academic expectations are high. The admissions office carefully scrutinizes applicants on the basis of their high school coursework and the quality of their academic preparation before admitting them to the University. As was mentioned in the discussion of Criterion 2, the admissions office has created a number of programs including *Tu Universidad*, Multicultural Weekends, and other summer programs that inform prospective students of University admissions criteria and the best strategies for preparing for college. Because the number of transfer students is slowly growing, and some of those students are community college transfers, staff from the Admissions Office and the Director of Enrollment Management have additionally met with a number of community college officials, describing in a personal and specific way, the University course requirements for its General Education program

and selected major fields of study, so that prospective transfers are aware of what classes they should take if they intend to transfer upon their completion of the Associate of Arts degree. The University does not have articulated agreements with specific community colleges but is aware of the importance of encouraging qualified students who because of financial considerations, will want to transfer to IWU after having completed their initial studies in a community college environment, to apply to the University. In such instances where these students are identified at an early stage, every effort is made to keep in contact with them and to assist them with their future educational plans as they evolve. Nonetheless, the importance of creating more clear lines of communication with community college officials, as more students in subsequent years consider the transfer option from the community college to Illinois Wesleyan University is understood.

The communities with which IWU engages of course extend beyond the Bloomington-Normal area and although, there has been previous mention of the ways in which our students and alumni engage with regional, national, and international communities, it is useful to note the ways in which those communities are well served by their association with the University. For example, in addition to speaking of internship and study abroad experiences with reference to the ways in which our students benefit from engaging in such pursuits, it is important to comment upon the ways in which host organizations and the communities they represent benefit from these relationships. Thus, one can no longer simply conceive of study abroad as a transformative experience for the student only, given the number of service oriented activities that have now become part of many study abroad programs, and their usefulness to hosting communities. In recent years, one Illinois Wesleyan student, for example, active in the Action Research Center and the Peace Fellows Program, pursued an interest in environmental justice by introducing the use of a token system allowing participants in the SNAP (Supplemental Nutrition Assistance Program, formerly known as food stamps) to buy items at the local Bloomington Farmers' Market). Upon graduating and receiving a Bill Emerson National Hunger Fellowship, he continued to work on anti-poverty initiatives in Louisville, Kentucky, and Washington, D.C. Another international studies major interned with the Dutch parliament as part of a study abroad experience in Europe, and then went on to work on reconciliation efforts in Sarajevo for the U.S. State Department. Still another student worked for Unicef-Spain on children's immigration issues while completing coursework in Salamanca, while many others have completed human rights service projects in Africa. One recent graduate, interviewed NATO officials while completing his study abroad experience, and then shifted focus, and became interested in understanding transnationalism as it applied to gang activity in Central America. He is now completing a Masters Degree in International Relations in Buenos Aires. Another recent graduate, after studying for a semester in Chile, is now engaged in service work in Japan, assisting those affected by the Spring 2011 earthquake. Numerous similar stories can of course be told of students pursuing similar domestic and international internships.

In examining the external communities with which the University engages, one also should note that a significant number of our International students are coming from developing countries including China, Burma, Vietnam, Nepal, Nigeria, and India. The academic and leadership skills they acquire during their undergraduate years are certainly of benefit to their home countries. A recent graduate from Nepal, for example, has

recently completed her Masters Degree in International Development from the London School of Economics and has returned to her primary residence to play a leading role with a social service NGO. Others, place themselves in positions where they will be offering similar contributions to their countries' future development. One of the University's more important exchange agreements is with Keio University in Japan, and every year, a few Japanese students take courses at Illinois Wesleyan that are then transferred to Keio, in support of their curricular programming. Other than offering specific Writing Center tutorial help, no extra accommodations are made for these exchange students, and as a result, they benefit from obtaining an authentic academic undergraduate experience during their stay. In 2010-2011, one student was able to land a summer internship at the United Nations as a result of her coursework completed at IWU. These anecdotes collectively attest to the fact that external constituencies benefit from their relationship with the University in both direct and indirect ways, over the short and long terms.

5d. Internal and external constituencies value the services the organization provides.

The University, through its sponsorship of numerous activities that offer service to its varied internal and external constituencies, represents much more than what would commonly be perceived to be an institution with a sole purpose of providing educational opportunities to 18-21 year olds. With regard to its internal constituents, we know that the faculty and staff value each other's contributions to the University community as exemplified by comments made in the Self Study Steering Committee survey. The following quotes are insightful in this regard (SSSC staff survey, Criterion 2).

The people who work here like what they do, and they are here because they care about the students and student learning. I hear constantly about professors that go above and beyond to make sure that the students are understanding the course material, and that they are doing well as a student and as a person.

For the most part, we have a hard-working, loyal, dedicated staff base who consistently go above and beyond to meet university needs.

We are a committed and loyal faculty and staff. I believe our loyalty is contagious, giving us employees who give back to IWU in innumerable ways.

Not surprisingly, their interaction with faculty and staff remains a chief source of satisfaction for alumni as well, as the following comments attest.

The interactions between students and staff were very personal while still appropriately professional. Compared to my peers, I think Wesleyan made me more mature and more comfortable with professional environments.

The accessibility of all of the faculty in any department, even those outside my major, made my four years at IWU worth my while.

The accessibility of all of the faculty in any department, even those outside my major, made my four years at IWU worth my while. (comments from Criterion 1 surveys).

Indeed, the success of the Transforming Lives Campaign to date (\$92 million of the \$125 million dollars raised as of 2011) as noted in the discussion of Criterion 2, as well as the previously noted increases in Homecoming participation, speak to the perceived value the institution holds to alumni as well as donors.

Students in their SSSC survey gave high mean scores on all 5 of the survey subcomponents. Positive comments such as those listed below reiterate faculty and staff perceptions of the collective sense of service and engagement practiced at the University.

The collaboration between students and faculty here is better than any other university I've seen.

IWU focuses not just on the acquisition of knowledge but also on having its students gain wisdom that help improve them as a human being.

Those students who responded with negative comments tended to focus on a single aspect of the mission statement on which the individual didn't believe the university was following through such as sustainability and diversity.

~~Instead, they tended to focus on a single aspect of the mission statement on which the individuals didn't believe the university was following through. The Minor Myer's Welcome Center is a prime example. The lights and TVs are on all day long, wasting energy. The building was built to be able to advertise "LEED Certified" but it missed the mark to actually be a sustainable building. We have the opportunity to set the standard for new construction buildings in Bloomington, but instead, we choose to conform, which is the exact opposite of the credo IWU has for its students (SSSC Survey, Criterion 1).~~

But the generally high regard that internal constituencies demonstrate for the University is also shared within the extended Bloomington-Normal Community. Its members receive extensive media coverage in the local newspaper and NPR radio station; their community activism enhances the University's reputation, to the point whereby internships, volunteer work, and part-time job opportunities are all available to IWU students who pursue them. University facilities, including the Shirk Center, the art galleries, the theatres, and concert venues are all open to the public and are readily utilized. The presence of the pre-professional training programs that is provided by the School of Art, School of Music and School of Theatre Arts positions the University to make a significant and meaningful contribution to the cultural life of the surrounding community. Student and faculty members of the School of Music share their talents with the community through nearly 100 recitals, ensemble concerts and opera performances

annually. On any given weekend during the academic year, residents of central Illinois can attend numerous artistic events on the IWU campus that range from low-budget student generated performances to fully mounted theatrical productions designed and directed by theatre arts faculty who possess nationally recognized professional credits.

Collections exhibited in the Joyce Eichhorn Ames School of Art building are selected with the local community in mind. Many of the artists featured in these exhibits are brought to campus to present lectures and engage in conversation in receptions in honor of their work. It should be emphasized that these events are free and open to the public and that the University's ability to sponsor such events has been strengthened by a cooperative relationship with Illinois State University, with whom co-sponsored visits of guest artists are often arranged.

The impact of the work of IWU artists extends beyond the physical boundaries of the campus. Upon one's arrival at the Central Illinois Regional Airport, visitors to the community can view the commissioned works of regional artists including those of IWU faculty members. If one attends a performance at the Heartland Theatre or the Illinois Shakespeare Festival, one may see performances or costume designs created by members of the School of Theatre Arts faculty. The lives of music lovers throughout the region are enhanced by performances of the IWU Civic Orchestra at the Bloomington Center for the Performing Arts and faculty participation as members of the Peoria Symphony and Illinois Symphony Orchestra. Those visiting the McLean County Arts Center will additionally encounter IWU students who are engaged in internships that help sustain this important cultural center.

In addition, the success of men and women's athletic teams has brought national recognition to the community (in recent years, this has been most clearly evident in the performance of Women and Men's basketball teams, the Men's baseball team, and the Women's indoor and outdoor track teams, the latter three having won the NCAA Division III championship in 2010). As was noted in the discussion of Criterion 3, the University is a site for the expression of differing political viewpoints and orientations, and is sought after as a safe place where political discourse is allowed to occur. Not surprisingly, debates between candidates running for seats to the House of Representatives have been held on campus premises. National politician, pundits, and critics of differing political persuasions have given lectures and held meetings at the University site. One real challenge, however, involves making a more concerted effort to document the use of campus facilities on the part of external groups, so as to better plan for future events. Firm statistics regarding facility usage are inconsistently gathered and are not compiled in a centralized fashion; more survey information from local agencies would be of help in directly determining how effective University services have been in offering assistance to these organizations. We do know that in the future, maximizing human resource allocation in support of events shared by the surrounding community will require a more coordinated effort to improve the collection and analysis of such information.

Conclusion

Clearly Illinois Wesleyan University engages with its constituencies in numerous ways and benefits tremendously as a result of such engagement. The University's strong reputation is a testament to the effectiveness of these efforts, evoking a sense of pride among those who are closely, moderately, and for some, even peripherally associated with the institution. The service ethic which is a fundamental component of the University mission documents is understood and accepted by internal constituencies, and is appreciated by external ones. As a cultural site, the campus plays a leading role in enhancing the quality of life made available to members of the surrounding community. The challenges that the University confronts in building upon a record of accomplishment that is quite laudatory in general terms, compliment and reiterate challenges that have been noted with regard to other criteria too. There needs to be more attention paid to assessing engagement efforts as they involve facilities usage, the quality of services provided to external constituencies, and the adequacy with which those services meet the articulated needs of these groups. Better resource allocation and planning is needed so as to address pressures involving time and expense, particularly as they relate to the additional duties staff fulfill when new services are contracted. The challenges that involve workload and compensation issues, particularly as they affect staff, will need to be addressed if the high level of engagement and service that has been provided by these internal constituencies is to be maintained. One specific example that is illustrative of this contention involves the staffing of physical plant operations. As the chart in appendix ____ indicates, because only four employees have responsibility for labor services and no more than six staff members take regular responsibility for managing ground services, staff members from other units are often asked to work overtime for the labor, custodial, and maintenance crews. When the University sponsors large events including NCAA tournaments, or the staff performs snow removal tasks, additional staff are regularly called upon to insure that University operations continue to run in a smooth fashion. Obviously, as the public use of University facilities increases, staff work load increases in a commensurate fashion. In point of fact, the situation cannot be sustained over the long-term.

Students continue to need encouragement to take risks, and share experiences with groups different from those with which they might naturally associate. And, better communication among the differing constituencies internal and external to the University needs to be implemented so that all parties understand how the University support for specific initiatives reinforces the values expressed within Mission documents, values to which all parties should express loyalty. Such communication can only result in a deeper understanding of the ways in which the various constituencies operate, how their divergent needs can be accommodated, and how their conflicting needs can better be reconciled.

Strengths

Recognition of the roles internal and external constituencies play in helping to implement the values embedded in the University mission documents.

Strong record of engagement with those constituencies.

Strong degree of loyalty to the University expressed by internal and external constituencies.

Challenges

More successful efforts need to be employed to assist students in breaking the “Illinois Wesleyan University” bubble.

Communication among the various internal and external constituencies served by the University needs to be enhanced.

Better assessment of the use of campus facilities by the surrounding community and a more systematic assessment of the contributions IWU faculty, staff, students, and alumni make to the community needs to be conducted.

Staff workload and compensation issues need to be addressed.

Conclusion: Illinois Wesleyan University successfully meets the standards enumerated in Criterion 5.