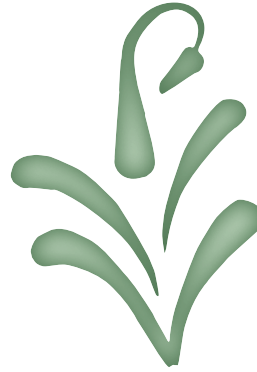


*Transition
Reflection
Renewal*

ILLINOIS WESLEYAN UNIVERSITY



*2012 Self-Study Report for the
Higher Learning Commission of the North Central Association of Colleges and Schools*



*Transition
Reflection
Renewal*

The IWU Self-Study Steering Committee extends its gratitude to Professor Sherilyn McElroy and the following ART 441: Graphic Design V students who participated in the self-study logo design exercise:

Michael Grittani • Miles Jappa • Michelle Pappas
Renee Schade • Amber Sipich • Annie Tillmann

“We started this process by reading through the study and pulling out key points. Based on IWU’s features, values and personalities as described by the self-study, we made a list of common clichés that go along with those things so we could avoid them. For example, education and knowledge would usually yield imagery related to brains, light bulbs, apples, chalkboards, et cetera. The words we chose to highlight were ‘connection’ and the idea of ‘closing the loop.’

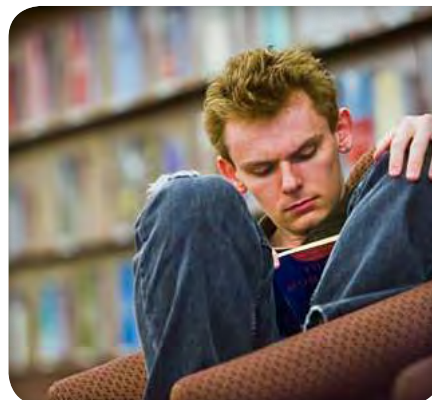
“Initially we sketched black and white logos and presented ideas to each other for critique and discussion, focusing on the feelings and messages that the shapes conveyed. At that stage we decided that the expressive, friendly qualities of our sketches related what we wanted to communicate about IWU through this study, so all the images were hand drawn and then cleaned up and refined digitally.”

— The creative process of the graphic design class,
as described by Annie Tillmann

The logo displayed above and on the cover of this report was designed by Michelle Pappas and chosen to represent IWU’s Self-Study.

TABLE OF CONTENTS

Transition, Reflection and Renewal



Introduction	5
Criterion 1: Mission and Integrity	27
Criterion 2: Preparing for the Future	63
Criterion 3: Student Learning and Effective Teaching	133
Criterion 4: Acquisition, Discovery and Application of Knowledge	195
Criterion 5: Engagement and Service	233
Appendices	273



INTRODUCTION

<i>Who We Are</i>	8	<i>The Self-Study Steering Committee</i>	16
<i>Response to 2003 Higher Learning Commission</i>		<i>Co-chairs</i>	16
<i>Concerns</i>	9	<i>Writing Review Sub-Committee</i>	16
Criterion 1: <i>Illinois Wesleyan University demonstrates that it has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education</i>	9	<i>Criterion 1 Sub-Committee</i>	16
Criterion 2: <i>Illinois Wesleyan University demonstrates that it has effectively organized the human, financial, and physical resources necessary to accomplish its purposes</i>	10	<i>Criterion 2 Sub-Committee</i>	16
Criterion 3: <i>Illinois Wesleyan University is accomplishing its educational and other purposes</i>	12	<i>Criterion 3 Sub-Committee</i>	17
Criterion 4: <i>Illinois Wesleyan University can continue to accomplish its purposes and strengthen its educational effectiveness</i>	12	<i>Criterion 4 Sub-Committee</i>	17
Criterion 5: <i>Illinois Wesleyan University demonstrates integrity in its practices and relationships</i>	13	<i>Criterion 5 Sub-Committee</i>	17
<i>Our Process</i>	13	Major Events Since 2003	18
		<i>Spring 2003</i>	18
		2003-2004.....	19
		2004-2005.....	19
		2005-2006.....	20
		2006-2007.....	21
		2007-2008.....	21
		2008-2009.....	22
		2009-2010.....	23
		2010-2011.....	24
		<i>Fall 2011</i>	24

INTRODUCTION



Directly above: The Center for Liberal Arts provides 35,160 square feet of space for faculty offices, classrooms, a seminar room, secretarial offices, faculty-student interaction spaces, and student research areas for the Departments of Political Science, History, Sociology and Anthropology, Educational Studies, Philosophy, Religion, Business Administration, Economics, International Studies, and Women's Studies. The CLA is flanked by the Mark Evans Observatory, which houses a 16-inch Cassegrain telescope.

Over the past decade, Illinois Wesleyan University has experienced a number of important events that attest to the significance of the title of this report. Indeed, even as the 2003 reaccreditation process drew to a close, the University was confronted with a series of necessary administrative transitions marked by the untimely passing of our then president, Minor Myers, jr. Since that time, the University has successfully adapted to these transitions, and has objectively analyzed its enduring strengths and current as well as future challenges. It has been further able to renew its mission and sense of purpose in ways that are appropriate to the second decade of the 21st century.

Once the recommendations from the 2003 visiting accreditation team were received, the University began to craft strategies to guide its members for the following decade, as the search for a new president commenced. Revised mission and vision statements that served as a framework for a new strategic plan were initiated at this time. President Richard Wilson's hire in the fall of 2004 marked a further period of renewal as the Strategic Plan began to be implemented in concrete terms. After many months of behind-the-scenes planning, in the spring of 2009, the University announced the launch of its \$125 million *Transforming Lives* Capital Campaign, with the report that \$73 million had already been pledged from alumni and friends across the country. In each of these instances, the University adapted to a series of changing circumstances, considered alternatives that would allow it to move forward, and implemented decisions that have enhanced institutional health.

It is with great seriousness that IWU conducts its current self-study in preparation for a re-accreditation visit in October 2012. University constituencies are unified in their belief that IWU promotes a high degree of academic rigor and a spirit of inquiry in a welcoming, supportive environment. While we recognize that there are challenges to be met in future years, we remain confident that Illinois Wesleyan University possesses the necessary strengths to meet these challenges. We believe that the University can confront its future with certainty, fulfilling its mission while carefully preparing for an exciting future. In the pages that follow, we provide our analysis of the five criteria provided to us, summarizing our findings of our institution's strengths and challenges at the end of each chapter.

Before we begin the report of our findings, we offer below a brief description of our University, a summary of our response to the concerns of the last visiting team, a description of our current self-study process and a chronology of major campus events from the last decade.



Minor Myers, jr., president of Illinois Wesleyan from 1989-2003.



Richard F. Wilson, president of Illinois Wesleyan from 2004-present.



Above: *Old Main, later renamed Hedding Hall, was constructed in the early 1870s. It was a major campus landmark housing classrooms, laboratories and Amie Chapel. The building was destroyed by fire in 1943.*

Who We Are

Illinois Wesleyan University was founded in 1850 by a diverse group of 30 civic and religious leaders who came together to establish “an Institution of learning of Collegiate grade.” When a sponsor was needed, the founders gained support from the United Methodist Church, which is how “Wesleyan” was added to the original name, “Illinois University.” The University’s relationship with the church has evolved over the years. While maintaining its Methodist affiliation, true to its founding roots Illinois Wesleyan continues to be a diverse and inclusive community, independent in its governance.¹



Occupying 80 acres on the north side of Bloomington, Illinois, the University has 35 academic and administrative buildings and hosts 25 residence halls. The University comprises the College of Liberal Arts (organized in 1906) and four professional schools in Art (1946), Music (1919), Nursing (1950) and Theatre Arts (1947). It enrolls approximately 2050 students each academic year. All colleges and schools have curricula rooted in a liberal arts general education program, and the combination of traditional liberal arts and professional programs rooted in the liberal arts is not only distinctive, but it lies at the core of the University’s identity. The University awards bachelors’ degrees in arts, sciences, nursing and fine arts. It has no graduate programs.

University constituencies are diverse. The University opened up membership on its Board of Trustees in 1968 to individuals outside the local conference of the United Methodist Church, and today the Board is composed of attorneys, business leaders, distinguished alumni, and recognized community members from across the country. The University currently employs a diverse faculty of 161 full-time members. It also employs 281 staff, more than one half of whom are women. Similarly, women constitute the majority of the student body. The percentage of Multi Racial, African-, Latino-, Asian-, and Native American (MALANA) students has increased significantly since the last reaccreditation visit in 2003. The number of international students has also risen. The percentage of Hispanic/Latino students and staff has been trending upward over the past five years as the state of Illinois becomes more diversified, and that trend is expected to continue.

The University’s operating budget in fiscal year 2012 was \$87,618,426 and the endowment stood at \$186 million at the end of fiscal year 2011. During its recovery from the national economic crisis of 2007-2009 the University has pursued a policy of shared challenge through which no positions have been eliminated and no furloughs implemented. Salaries were frozen for two years and budgets were

¹ www.iwu.edu/aboutiwu/history.shtml

reduced. Contributions to employee retirement benefits were cut in half in 2009; a partial restoration was begun in 2011.

Response to 2003 Higher Learning Commission Concerns

The following items were cited by the Higher Learning Commission's (HLC) visiting team in 2003 as areas of concern as contained in the final written report provided to the University in the summer of 2003. We have provided thumbnail responses of the University's response to these concerns and encourage readers to consult the indicated pages of this report for a fuller discussion of each response.

Criterion 1: Illinois Wesleyan University demonstrates that it has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

- a. "It is imperative that the institution craft revised mission and vision statements to relieve the ambiguity about the desired balance between liberal arts programs and professional programs."

Response: Illinois Wesleyan University drafted and adopted a new mission statement and a new vision statement in 2004. In addition, the mission statement appears on the University's web site² with links to strategic initiatives intended to support and develop those elements.



- b. "In virtually every interaction with students, faculty, administration, and staff, the team heard statements supporting the importance of increasing the ethnic, racial, and cultural diversity of each constituent group."

Response: The percentage of Multi Racial, African-, Latino-, Asian-, and Native American (MALANA) faculty and staff has increased. The percentage of international faculty and staff has not changed. MALANA and international student enrollment has increased during the same time period.

For more details, please see:

Criterion 1a:
Introduction

For more details, please see:

Criterion 2b:
Faculty Profile

Criterion 2b:
Staff Organizational and Restructuring Issues

Criterion 2a:
Student Recruitment and Enrollment Management

² www.iwu.edu/aboutiwu/mission1.shtml

Criterion 2: Illinois Wesleyan University demonstrates that it has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

**For more details,
please see:**

Criterion 2b:
*Staff Organizational
and Restructuring Issues*

- a. "...there has not been a commensurate increase of staff to manage the increased load. The lack of adequate staff to support these additions [new facilities and grounds] creates significant stress and pressure to get things done, and points to the need to address the human resources necessary to manage the institution's growth."

Response: The number of full-time staff personnel has remained relatively stable since 2003, with some minor fluctuations from year to year. In order to better understand an efficient distribution and redistribution of staff resources, the Self-Study Steering Committee (SSSC) recommends that the University make conducting a staff work-load analysis its highest priority in the near future, and that funds be found to support such a study.

**For more details,
please see:**

Criterion 2:
Introduction

Criterion 2a:
*The Mechanics of
Planning*

Criterion 2b:
*The Impact of Financial
Constraints Upon Staff*

- b. "The team encountered an openly acknowledged climate of mistrust and an expressed difficulty of disagreeing amicably that endangers collegiality and threatens to make it difficult to advance the teaching and learning goals necessary to fulfill IWU's mission and vision. Faculty spoke widely of 'lowered morale,' a 'culture of conflict,' an 'us vs. them' climate."

Response: Increased transparency in decision making, especially with regard to financial matters, has been very well received on campus. Open forums have been held as needed to provide information on budgetary issues. The adoption of a Strategic Plan and regular minutes of meetings of the Strategic Planning and Budget Committee (SPBC) have kept faculty and staff informed about issues facing the University. Surveys administered to the faculty and staff by the SSSC failed to indicate significant concern about faculty morale, though staff morale was clearly affected by what staff saw as a failure to increase the number of staff in response to concerns of the 2003 HLC visiting team. The President's decision to respond to the fiscal crisis of 2007-2009 by announcing that no position would be eliminated and that no faculty or staff would be furloughed enhanced a sense of collectively confronting difficult times. The decision to share a cash bonus with all faculty and staff in both November 2010 and November 2011 due to an improved financial situation proved very popular with the IWU community as a morale booster. Finally, the transparency of the administration's financial planning, the creation of the Staff Council and the SPBC have all served to create a more open work environment on campus.

- c. “The team encountered a campus perception that decision-making is mostly driven from the top without sufficient opportunity for grass-roots participation and feedback; campus leadership must find ways to address this issue.”

Response: Faculty members have exerted strong leadership providing energy and initiative for a review of the general education program as well as developing a preliminary model for strategic curricular planning. Staff Council, The Council on University Programs and Policy (CUPP) and the SPBC provide spaces where administrators, staff and faculty can discuss issues pertinent to each constituency.

- d. “The current assumptions that drive the multi-year budget planning model for predicting revenues and expenditures are optimistic, aggressive, and overly dependent upon the maturation of deferred gifts. The uncertainties of national and regional economies will challenge even the most prudent of budget planning models.”

- e. “A 36% decrease in market value of the endowment (\$213 million to \$136 million) coupled with substantial bonded indebtedness (\$73.8 million) relative to the size of the operating budget (\$61.4 million) presents significant challenges for sustaining institutional visions and aspirations.”

Response: The Board of Trustees and the Administration have created a financial planning model better equipped to face the challenges of the economy extending into the next decade. Diversified investments now include more farmland and more stable securities. The measurement of the endowment’s standing for any given year has been moved from July to December to better include real numbers in budget planning for the subsequent year. The Board of Trustees and the Administration addressed a growing unfunded liability of approximately \$21 million that threatened the University’s bond rating. New buildings added to the campus now require funds in hand before construction is allowed to begin. The elimination of a repeated extraordinary draw on the endowment was begun in 2005 and completed in 2007. The capital campaign underway contains targeted goals that seek to boost the endowment in light of the current bonded indebtedness (\$81 million).

- f. “Faculty personnel files need updating to ensure that they include an official transcript of each faculty member’s professional degree.”

Response: All faculty files have been updated, and procedures have been implemented by the Office of the Provost/Dean of Faculty to ensure receipt of all necessary transcripts and credentials.

For more details, please see:

Criterion 2a:
The Mechanics of Planning, Tenure-Line Criteria and Faculty Personnel Adjustments

Criterion 3a:
General Education and the Writing Program

For more details, please see:

Criterion 2b:
Financial Resources

Criterion 3: Illinois Wesleyan University is accomplishing its educational and other purposes.

**For more details,
please see:**

Criterion 3a:
*General Education and
the Writing Program*

- a. “The team encountered faculty tension and frustration about the new general education program and its impact on departmental course offerings and staffing, for the program pulls faculty FTE away from needed departmental offerings. The current assessment of the Gateway program is needed and timely, and should proceed quickly to its completion.”

Response: The Curriculum Council (CC) began a review of the general education program in the fall of 2009. The preliminary report provided to faculty at a Fall Faculty Conference in 2011 contained no evidence that faculty seek significant changes in the categories of general education that are currently offered. A second round of conversations was begun in the fall of 2011 when the faculty discussed category goals. Staffing concerns remain for both the General Education Program and interdisciplinary studies.

- b. “Again, the educational mission of the university would be better served with greater ethnic, racial, and cultural diversity of students, faculty, and staff.”

Response: See response to Criterion 1b concern earlier in this introduction.

Criterion 4: Illinois Wesleyan University can continue to accomplish its purposes and strengthen its educational effectiveness.

**For more details,
please see:**

Criterion 2b:
Financial Resources

Criterion 2a:
*Tenure-Line Criteria
and Faculty Personnel
Adjustments*

- a. “The Self-Study Report documents requests for additional faculty from every department but one. At a current student-faculty ratio of 12:1 and significant short-term budget challenges, IWU campus leadership will need to find widely supported strategies for resource allocations.”

Response: University leadership has made a concerted effort to increase both the overall number of endowed chairs and to fill those that are vacant. The *Transforming Lives* Capital Campaign has made increasing these numbers a targeted goal. Faculty continue to play a role in recommending which positions to fill through CUPP, which receives requests from chairs, school and program directors each year who make a case for new or replacement hiring in their unit. CUPP then deliberates before presenting a recommended list of hires to the Provost/Dean of Faculty. In more recent years, the faculty has adopted specific criteria to guide CUPP in this recommendation process, and have determined that interdisciplinary programs can present a case to house FTE’s within their program. The national financial crisis of 2007-2009 and the subsequent hiring freeze imposed in 2009 have exacerbated challenges in the sequence of filling positions, creating a logjam of positions waiting to be filled.



Criterion 5: Illinois Wesleyan University demonstrates integrity in its practices and relationships.

- a. “The benefit package at IWU should be equitable among all employee classifications. Specifically, the team affirms the Self-Study Report recommendations to extend tuition benefits to the children of all IWU employees.”

Response: Benefits have become more equitably distributed among IWU employees. A Childbearing and Childrearing Leave policy was adopted for both faculty and staff. A second tuition benefits plan, the Council for Independent Colleges Tuition Exchange Program was implemented. Staff members were given greater access to voice their concerns through Staff Council, the SPBC, representatives in attendance at Board of Trustee meetings and annual open forums with the President’s Cabinet.

Above: To provide employees with a daycare option near campus, Rogy’s Learning Place opened its doors on Monday, September 27, 2010. The project was a joint effort in cooperation with Advocate BroMenn Medical Center, Illinois State University and Illinois Wesleyan University.

Pictured is a ribbon-cutting ceremony that was held on October 7, 2010.

Our Process

The manner of selecting members of the SSSC for the 2012 HLC team visit differed significantly from that in preparation for the 2003 visit in that virtually all members were elected to represent their constituencies. As a first step, co-chairs were chosen: an administrator chosen by the President and a faculty member elected by the faculty. Academic divisions and schools then elected representatives with the faculty co-chair representing his division. The Staff Council selected its representatives, as did the Student Senate and the Board of Trustees. In addition, the President selected the Assistant Vice President for Institutional Research, Planning, and Evaluation to serve on the Committee. This individual assumed the duties of Co-Chair when the first administrative appointee left for another position



in the summer of 2010. Additionally, two staff members were appointed by the Provost to provide support for the Committee. A list of Committee members and their University position as well as all individuals who served voluntarily on sub-committees is provided at the end of this introduction. The selection process was completed by December 2009.

The SSSC began bi-monthly meetings in January 2010 that continued until the end of the 2010-2011 academic year. During this time, it organized itself into sub-committees, one for each criterion. Initially, members chose their own criterion of interest though some reshuffling was required later in the process when one committee member retired.

The spring semester of 2010 was spent devising a rough calendar for the project, dividing up the workload, examining the criteria, planning for data collection and interpretation, and devising surveys to administer to University constituencies. Data collection began in earnest in June 2010 when surveys were sent to IWU staff. Simultaneously, the SSSC met with representatives of various University offices such as Information Technology Services and the Admissions Office to gather information.

During the fall of 2010, staff, faculty, students and alumni were surveyed. Feedback from these multiple surveys was provided to all constituencies over the next few months. Over the same period, all sub-committees were required to present a comprehensive report on the data elements they had collected. This reporting process was completed in April of 2011.



In May of 2011, the Writing Review Sub-Committee (WRSC) was created to finalize chapter drafts for the review of the SSSC and the greater campus community. The WRSC included a new contributor to the self-study process, Irv Epstein, Associate Dean of the Faculty. The SSSC as a whole did not meet during the months of May, June and July while the chapters were being drafted. Over the first week of August 2011, the Committee held a two-day retreat to review the chapter drafts. An outside consultant with experience in drafting self-study reports and serving on visiting teams also attended the retreat. Taking feedback from this event, the WRSC began revising its product. Two chapters were shared with all University constituencies beginning in September of 2011 through various electronic means. Subsequent chapters were made available as they were completed. Feedback on these chapters was solicited on the SSSC webpage, through meetings with various constituencies such as the Student Senate, and through two forums open to the entire campus community. In its regular meetings, the SSSC assessed this feedback and suggested further revisions to the WRSC. All University constituencies were encouraged to continue to provide the SSSC with feedback through November 2011.

The Steering Committee is appreciative of the efforts of all University constituencies for their support and cooperation in the preparation of the report. We believe our findings reflect the broad understanding and appreciation of our institution held by the University community.

The Self-Study Steering Committee

Names followed by an asterisk (*) indicate participants who volunteered their time and energy on SSSC sub-committees. Other Committee members were elected or appointed by their constituents.

Co-chairs

James Matthews, Associate Professor of French

Michael Thompson, Assistant Vice President for Institutional Research, Planning, and Evaluation

Jeff Frick, Associate Provost for Academic Standards (resigned)

Writing Review Sub-Committee

Irving Epstein, Associate Dean of the Faculty, Professor of Educational Studies

Jenny Hand, Senior Administrative Assistant — Mellon Center

James Matthews, Associate Professor of French

Michael Thompson, Assistant Vice President for Institutional Research, Planning, and Evaluation

Criterion 1 Sub-Committee

Chair: Jenny Hand, Senior Administrative Assistant — Mellon Center

Annorah Moorman, Assistant Dean of Student Affairs and Director of Counseling Services

William Munro, Professor of Political Science and Co-Director of International Studies

Mary Anderson*, Physical Plant Services Coordinator — Physical Plant

Rebecca Gearhart*, Chair of Sociology/Anthropology and Associate Professor of Anthropology

Sandra Lindberg*, Associate Professor of Theatre Arts (retired)

Meg Miner*, University Archivist and Special Collections Librarian and Assistant Professor

Pam Randol*, Accounts Payable Specialist — Business Office

Roshaunda Ross*, Director of Multicultural Student Affairs (resigned)

Criterion 2 Sub-Committee

Chair: Michael Seeborg, Robert S. Eckley Distinguished Professor of Economics

Erick Henderson, Student, class of 2012

Suzanne Noonan, Senior Office Coordinator — Hart Career Center

Michael Thompson, Assistant Vice President for Institutional Research, Planning, and Evaluation

John Bryant*, Controller

Daniel Klotzbach*, Vice President for Business and Finance

Robert Murray*, Dean of Enrollment Management

William Short*, Assistant Provost and Chief Technology Officer

Linda Tuttle*, Assistant Controller

Criterion 3 Sub-Committee

Chair: James Sikora, Professor of Sociology

Jake Mann, Student, class of 2012

William Munro, Professor of Political Science and Co-Director of International Studies

Jo Porter, Director of Development/Foundation Relations and Sponsored Programs (retired)

Criterion 4 Sub-Committee

Chairs: David Bollivar, Chair and Associate Professor of Biology and Karen Schmidt, University Librarian

Deborah Halperin*, Action Research Center Coordinator

Patrick McLane*, Instructional Technologist

Christopher Sweet*, Information Literacy Librarian/Assistant Professor

Criterion 5 Sub-Committee

Chair: Patti Henderson, Senior Administrative Assistant — Provost and Dean of the Faculty's Office

David Barrett, Head Women's Soccer Coach and Assistant Professor of Physical Education

Michele Darnell, Associate Dean of Admissions

Nancy Loitz, Professor of Theatre Arts

Thomas C. McKinney, M.D., Trustee, IWU Class of 1976

Ken Detloff*, Assistant Manager of Ground Services

Steven Seibring*, Associate Vice-President for Advancement

The Committee extends special thanks to Paul McNamara, Graphic Designer from Publications, Printing and Mailing Services, for his design and formatting of the Self-Study Report.

Major Events Since 2003

What follows is a brief summary of the major events affecting the University since the last HLC's team visit in 2003. This summary is not intended to be comprehensive, but rather to provide a representative list of significant events.



Above: In his inaugural address, on April 9, 2005, Richard F. Wilson called upon Illinois Wesleyan's "special promises" to be true to the core of its mission and open to active engagement with the world outside campus.

Spring 2003

- Successful completion of self-study process
- Construction of strategic plan
- Appointment of Acting President
- Drafting of new mission and vision statements
- Death of student in May Term travel course leads to increased attention to travel course supervision³
- Hiring of New Dean of Admissions: Jerry Pope⁴
- IWU alumnus one of first casualties of Iraq War⁵
- Death of sitting President, Minor Myers, jr., prompts national search for new President⁶
- June 30, 2003, endowment market value stands at \$138.5 million

[url »](#)

[url »](#)

[url »](#)

[url »](#)




³ www.iwu.edu/~iwunews/newsrlse/jgho3_45.html

⁴ www.iwu.edu/~iwunews/newsrlse/jgho3_07.html






⁵ www.iwu.edu/iwunews/magazine/pastissues/Summer_2003/ryan.shtml

⁶ www.iwu.edu/~iwunews/Myers/minorobit.html

2003-2004

-  • Visit of Bolivian President⁷
-  • Formation of IWU Pride Alliance⁸
- Women's Studies major offered
- Campus Security Consultant Report presented
-  • Action Research Center established⁹
-  • Multi-Cultural Study Group Report presented¹⁰
-  • Richard F. Wilson named President¹¹
-  • New Vice President for Business and Finance hired: Dan Klotzbach¹²
- June 30, 2004, endowment market value stands at \$150.3 million

2004-2005

-  • President Richard F. Wilson takes office¹³
- Death of sitting Registrar, Dr. Jack Fields leads to restructuring of the position¹⁴
-  • First Scholars-at-Risk visitor¹⁵
- Decision to close \$2.3 “additional endowment draw” within four years
-  • Accounting Leaders of Tomorrow (A LOT) Program formed¹⁶
- Appointment of New Vice President of Student Affairs/Dean of Students: Kathy Cavins¹⁷
-  • Addition of IWU tuition benefit for nonexempt staff¹⁸
-  • Environmental Studies major added¹⁹
- June 30, 2005, endowment market value stands at \$158.7 million

7 www.iwu.edu/~iwunews/newsrlse/jgho3_54.html

8 www.iwu.edu/~pride

9 www.iwu.edu/iwunews/magazine/pastissues/Winter_2004/arc.shtml

10 www.iwu.edu/president/Strategic/Goals_Diversity.shtml

11 collegenews.org/campus-news/2004/richard-f-wilson-named-18th-president-of-illinois-wesleyan-university.html

12 www.iwu.edu/~iwunews/newsrlse/jgho4_26.html

13 www.iwu.edu/iwunews/magazine/pastissues/Fall_2004/prez.shtml

14 www.iwu.edu/~iwunews/newsrlse/jgho4_67.html

15 www.iwu.edu/iwunews/magazine/pastissues/Spring_2005/risk.shtml

16 www.iwu.edu/newsrelease05/fac_Olson_camp.shtml

17 www.iwu.edu/news/newsreleases_05/staf_cavins_deanstd_05_24_2005.shtml

18 www.iwu.edu/iwunews/magazine/pastissues/Fall_06/staff_sidebar.shtml

19 www.iwu.edu/news/newsreleases_05/fea_enviromstudy_05_24_2005.shtml



Above, left to right: A panel of IWU alumnae lead the 2009 Council for IWU Women Summit, an organization created to instill confidence in female students. President Richard Wilson signs the Talloires Declaration in April 2007, a ten-point action plan for incorporating environmental sustainability into higher education. Open forums provide an opportunity for administrative, technical and support staff to give their input on a wide range of issues affecting the University.

2005-2006

- Death of IWU Football Player leads to creation of Task Force to study health and welfare of student athletes²⁰ [url »](#)
- Creation of Health and Welfare of Student Athletes Task Force²¹ [url »](#)
- New Vice President for Advancement: Martin Smith²² [url »](#)
- Greek and Roman Studies major added²³ [url »](#)
- Creation of Staff Council²⁴ [url »](#)
- Illinois Sustainable Living and Wellness Expo initiated²⁵ [url »](#)
- Organic food options offered by Sodexo²⁶ [url »](#)
- 40th Anniversary of MLK visit to campus²⁷ [url »](#)
- BOT adopts University Strategic Plan²⁸ [url »](#)
- Appointment of New Provost and Dean of Faculty: Beth Cunningham²⁹ [url »](#)
- New leadership in Admissions Office³⁰ [url »](#)
- Appointment of Vice President for Public Relations: Matt Kurz³¹ [url »](#)
- June 30, 2006, endowment market value stands at \$171.1 million

20 www.iwu.edu/newsrelease05/std_schmied.shtml

21 www.iwu.edu/newsrelease05/news_athletic_task_force.shtml

22 www.iwu.edu/newsrelease05/news_martysmith_apptmt_09_20_2005.shtml

23 www.iwu.edu/newsrelease05/news_GRSmajor_112005.shtml

24 www.iwu.edu/iwunews/magazine/pastissues/Fall_06/staf_sidebar.shtml

25 www.iwu.edu/newsrelease06/evt_WellnessFair_0406.shtml

26 www.iwu.edu/iwunews/magazine/pastissues/Fall_06/slif_organic.shtml

27 www.iwu.edu/newsrelease06/fea_KingVisit_0206.shtml






28 www.iwu.edu/newsrelease06/news_StratPlan_0206.shtml

29 www.iwu.edu/newsrelease06/news_ProvostAnnoun_0406.shtml



30 www.iwu.edu/newsrelease06/staf_AdmissionsDeans_0506.shtml

31 www.iwu.edu/newsrelease06/staf_KurzAppt_0706.shtml

2006-2007

- Decision to shift endowment draw from July 31 of previous three years to December 31 of previous four years
-  • Task Force on the Health and Welfare of Student Athletes Final Report³²
- Transition of nonexempt staff to bi-weekly payroll schedule
-  • Strategic Curricular Task Force formed³³
-  • New University Librarian Appointed: Karen Schmidt³⁴
-  • Formation of the IWU Council for Women³⁵
-  • Mellon Foundation Award for Writing Program³⁶
-  • IWU Participates on Main Street Redevelopment³⁷
-  • IWU joins Independent 529 Plan³⁸
-  • President Wilson signs Talloires Declaration³⁹
- June 30, 2007, endowment market value stands at \$190.5 million

2007-2008

- Implementation of new internal and external Employee Assistance Program
- Starting salaries increased for non-exempt positions that are part of the classification and compensation program
-  • Arthur Vining Davis Grant awarded to implement Advising Center⁴⁰
-  • Appointment of Assistant Provost/Director of Institutional Research and Planning: Michael Thompson⁴¹
- June 30, 2008, endowment market value stands at \$182.5 million

32 www.iwu.edu/newsrelease06/news_TaskForce_1106.shtml

33 www.iwu.edu/provost/Strategic_Curricular_Memo.shtml

34 www.iwu.edu/CurrentNews/newsrelease07/news_Librarian_307.shtml

35 www.iwu.edu/CurrentNews/newsreleases09/fea_CouncilforIWUWomen_00509.shtml

36 www.iwu.edu/CurrentNews/newsreleases08/news_MellonFoundation_108.shtml

37 www.iwu.edu/CurrentNews/newsrelease07/news_MainStreet_107.shtml











38 www.iwu.edu/CurrentNews/newsrelease07/news_529Plan_207.shtml

39 www.iwu.edu/envirom/activities/talloires.shtml

40 www.iwu.edu/CurrentNews/newsreleases08/news_AVDavisGrant_308.shtml

41 www.iwu.edu/CurrentNews/newsrelease07/staf_Thompson_0607.shtml

2008-2009

- Decision to present final budget to the Board of Trustees in May
- Board of Trustees minutes made available to staff
- University Gains Access to New Super Computer⁴² 
- Pre-Shrunk Vintage Clothing Shop established in support of sustainable campus⁴³ 
- Opening of First LEED Silver Minor Myers Welcome Center⁴⁴ 
- The University Council for Diversity created⁴⁵ 
- Information Technology Consultant Report presented⁴⁶ 
- Elimination of five-year waiting period for participation in the Council of Independent Colleges Tuition Exchange Program
- Moroccan Initiative Established⁴⁷ 
- New Assistant Provost and Chief Technology Officer appointed: Trey Short⁴⁸ 
- Autism program established with a local agency to hire individuals with autism
- *Transforming Lives* Campaign Announcement⁴⁹ 
- JWP Research Conference 20th Anniversary⁵⁰ 
- Chinese language added to curriculum⁵¹ 
- June 30, 2009, endowment market value stands at \$151.1 million

42 www.iwu.edu/CurrentNews/newsreleases08/news_NewSupercomputer_908.shtml

43 www.iwu.edu/CurrentNews/newsreleases08/fea_ThriftShop_010.shtml

44 www.iwu.edu/iwunews/magazine/pastissues/Wintero8/WELCOME.shtml

45 www.iwu.edu/diversity

46 www.iwu.edu/president/Strategic/report56.shtml

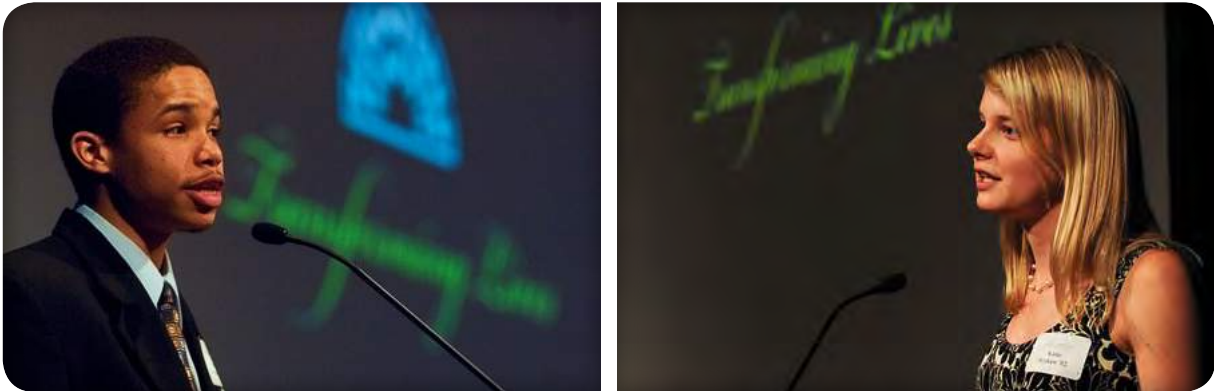
47 www.iwu.edu/studyabroad/choosing/SAMorocco.shtml

48 www.iwu.edu/CurrentNews/newsreleases09/news_TreyShortAppointed_00309.shtml

49 www.iwu.edu/campaign/kickoff.shtml

50 www.iwu.edu/CurrentNews/newsreleases09/fea_JWP20thYear_00409.shtml

51 www.iwu.edu/CurrentNews/newsreleases08/fea_ChineseLanguageAdded_908.shtml



2009-2010

- *Transforming Lives* Campaign reaches \$74.3 million
- University implements position review for all open positions
- Childbearing and Childrearing Leave Policy established
- [url »](#) • IWU 228th Mortar Board Chapter⁵²
- Retiree health benefits restructured
- Reduction in IWU contribution to retirement plan
- [url »](#) • Illinois Higher Education Center Grant to address underage drinking with Bloomington Police Department⁵³
- [url »](#) • Community Childcare Center under construction⁵⁴
- [url »](#) • Joslin Atrium opens⁵⁵
- [url »](#) • DOE Grant to Expand Asian studies on campus⁵⁶
- [url »](#) • 50th Anniversary of the School of Nursing⁵⁷
- June 30, 2010 endowment market value stands at \$160.1 million

Above: Speaking at receptions announcing the *Transforming Lives* Campaign in May 2009, Kenneth Woodard '10 described the tremendous circumstances which brought him from a living in a homeless shelter to receiving a scholarship to attend IWU. Katie Brokaw '02 shared her passion for theatre, literature, history, music and religion, which ultimately led her to become the University's first graduating triple major.

52 www.iwu.edu/CurrentNews/newsreleases09/stn_MortarBoard_01109.shtml

53 www.iwu.edu/CurrentNews/newsreleases09/news_IWUGrant_01109.shtml

54 www.iwu.edu/CurrentNews/newsreleases09/news_rogys_01009.shtml

55 www.iwu.edu/CurrentNews/newsreleases10/evt_NewAtriumCelebration_00210.shtml

56 www.iwu.edu/CurrentNews/newsreleases09/fea_AsianGrant_01009.shtml

57 www.iwu.edu/nursing/anniversary



Above and following page:

The new entryway to the Joyce Eichhorn Ames School of Art building features a unique sculpture by artist Lyle London of Tempe, Ariz. Funded by trustee emeritus Flora Harris Armstrong '43, the work is an abstraction, taking the form of three interwoven, tapering helices. It is constructed from stainless steel and dichroic glass. Riley Blindt '13 applies adhesive to several pieces of glass, as she and other students help with the installation of the sculpture.

2010-2011

- *Transforming Lives* Campaign reaches \$82.7 million
- IWU/ISU Habitat for Humanity Chapter Receives Campus Chapter of the Year Award⁵⁸ [url »](#)
- Community-wide Food Composting Program Initiated⁵⁹ [url »](#)
- Campus Security Upgrades (lighting/cameras)
- Three Fulbright Scholars and seven students to Pembroke College, Oxford⁶⁰ [url »](#)
- Al Akhawayn University (Morocco) signed agreement provides for faculty exchange⁶¹ [url »](#)
- New entrance to Ames School of Art started⁶² [url »](#)
- IWU Contribution to retirement plan increased
- Salary freeze lifted
- New University Provost hired: Jonathan Green⁶³ [url »](#)
- June 30, 2011, endowment market value stands at \$185.8 million

Fall 2011

- *Transforming Lives* Campaign reaches \$95.9 million (as of 01.25.12)
- Campus E-mail goes Google⁶⁴ [url »](#)
- MALANA/International Student enrollment reaches 20%
- New classroom building construction starts

58 www.iwu.edu/CurrentNews/newsreleases10/fea_HFHCampusAward_00810.shtml

59 www.iwu.edu/iwu/news/magazine/pastissues/10_Winter/green_main_2.shtml

60 www.iwu.edu/CurrentNews/newsreleases11/fea_Pembroke2011_00311.shtml

61 www.iwu.edu/CurrentNews/newsreleases11/fea_MoroccoUnderstanding_00111.shtml

62 www.iwu.edu/campaign/ArtRotunda.shtml

63 www.iwu.edu/CurrentNews/newsreleases11/news_GreenProvost_00311.shtml

64 www.iwu.edu/IT/help/helpdesk/timelinegoinggoogle.shtml





CRITERION 1

Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, the administration, faculty, staff, and students.

Introduction	29	1d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission	49
1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments	30	<i>The Board of Trustees and the Protection of Mission Values</i>	49
<i>Shared Concern for the Needs of Students</i>	32	<i>Organizational Structures</i>	51
1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves	34	<i>Hiring and Evaluation of Personnel</i>	54
<i>Diversity and Tolerance</i>	36	1e. The organization upholds and protects its integrity	55
1c. Understanding of and support for the mission pervade the organization	38	<i>Enumeration of Rights and Responsibilities in Internal Documents</i>	55
<i>Students</i>	39	<i>Compliance with Federal and External Regulations</i>	57
<i>Faculty and Staff</i>	41	Conclusion	59
<i>Alumni</i>	42	<i>Strengths</i>	60
<i>Communication of Mission Document Values</i>	45	<i>Challenges</i>	60
<i>Communicating the Importance of Academic Freedom</i>	47		
<i>Potential Improvement to the Dissemination of Information</i>	48		

Previous page: *The Minor Myers, jr. Welcome Center, the first new construction building in Bloomington to be LEED certified by the U.S. Green Building Council.*

CRITERION 1

Mission and Integrity



The Founders Gate

Introduction

“ We stand in a position of incalculable responsibility to the great wave of population overspreading the valley of the Mississippi. Destiny seems to point out this valley as the depository of the great heart of the nation. From this center mighty pulsations for good or evil must in future flow which shall not only affect the fortunes of the Republic but reach in their influence other and distant nations of the earth.”

Founders Gate Inscription, December, 1850

These words which highlight the introductory page of the University catalog encapsulate many of the key values to which the University has adhered throughout its history. The Founders Gate inscription (*photo, previous page*) establishes prima facie evidence that the University was created for the purpose of educating future leaders who in understanding the nature of their social responsibilities would use their education to better their country and their world. We see the same sentiments reflected in contemporary language within the three principal documents that speak to the University’s purpose, its Mission Statement¹, Vision Statement,² and Strategic Plan.³ Constructed in response to challenges enumerated during the previous Self-Study, the University Mission documents are living, breathing entities that find an organic presence within the University community. But in a sense, this has always been the case.

By admitting students of color, women and Japanese immigrants to the University during the late 1800s, in an age when racism, sexism and nativist xenophobia were widely sanctioned rather than openly contested, the University forcefully articulated a clear sense of social justice that spoke to its core mission. Although never completely immune to the racism and sexism that has marked this nation’s history, the commitment to work toward social justice remains to this day. The University also continues to recognize the importance of experiential and active learning, as evidenced early in our history by the John Wesley Powell expedition conducted with IWU students 135 years ago. Likewise, the creativity, critical thinking and communicative skill that has inspired noted alumni, such

1 www.iwu.edu/aboutiwu/mission.shtml

2 www.iwu.edu/president/Strategic/vision_statement.shtml

3 www.iwu.edu/president/Strategic/index.shtml

as Academy Award nominee Richard Jenkins (*below, right*), actors Christina Moore, Alison LaPlaca, and Frankie Faison (*below, left*), or soprano Dawn Upshaw (*below, center*), to achieve international acclaim is in evidence on the campus on a regular basis. It is present when so many of our students continually demonstrate excellence in theatrical and musical performance, in public exhibitions of their artistic work, in their scholarly achievements and in their civic engagement efforts. The institutional values, as expressed within the University's Mission documents, therefore represent a shared formal discourse that contributes to their foundational and elastic character, whereby they are continually reaffirmed and reinterpreted by those succeeding generations that are associated with the institution.



1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

Three core statements constitute the University Mission documents. The University Mission Statement is designed to communicate, in clear and concise fashion, the basic values the Illinois Wesleyan University community shares. The University Vision Statement has been constructed to elaborate upon those values with a greater degree of specificity, as befits a document whose purpose is to speak with clarity about the ways in which the University's current and future aspirations should be defined. The University Strategic Plan has been designed to create the bridge between words and actions, offering a framework through which those values can and should be expressed in relevant and exciting ways. Taken together, the University Mission documents reflect a deep set of commitments to the pursuit of liberal inquiry and critical thinking, lifelong learning, social justice, diversity, global citizenship and environmental sustainability. Key terms of the University Mission Statement, for example, stress the importance of "preparing students for democratic citizenship and life in a global society." They also associate the importance of strength in character with critical thinking and a spirit of inquiry. The University Vision Statement further states, "the University will stimulate a passion for lifelong learning, seeking to help its community members make

connections among ideas, values, and experiences so that they may understand and act more effectively in the world.” And, the second goal of the University Strategic Plan specifically calls for increased effort to “enhance the campus environment so as to foster students’ intellectual, social, ethical, and personal development.” In all of these cases, the importance of delivering a liberal education is grounded in its capacity to facilitate social improvement conceived in the broadest of terms.

Other elements of the University Mission Statement also find their voice within the Vision and Strategic Planning statements. While the Mission Statement speaks of the importance of fostering a commitment to diversity, social justice and environmental sustainability, the Vision Statement states specifically that

the curriculum and co-curriculum will promote a strong sense of Illinois Wesleyan’s place in the local and in an interconnected global community, and the University will demonstrate a meaningful commitment to social justice and environmental sustainability. To secure the compelling educational and social benefits of diversity and to counter the particular legacy of discrimination in our society, the University will strive to attract and retain students, faculty, staff, and trustees from a wide range of experiences, viewpoints, cultures, and backgrounds, with special emphasis on racial and ethnic diversity. In this setting, all members of the University community — students, faculty, staff, parents, alumni, Trustees, and friends — will be valued contributors to campus life.

The Strategic Plan also talks in clear terms about the importance of promoting greater diversity and a commitment to sustainability on the campus. The fact that these documents reinforce a common set of shared values is not surprising, for their interconnectedness is intentional and their evolution reflects the changing nature of the institution. The current documents that express the University’s core values were revised and constructed in concert with one another. The Mission Statement, historically subject to periodic revision, was approved in 1989, modified slightly in 1991-92 and again in 1993, was then revised in 2002-2003, whereupon it was approved by the faculty and Board of Trustees in the fall of 2003. This coincided with a Strategic Planning process that was initiated before the last comprehensive evaluation visit team conducted its site visit in February 2003. The Vision Statement was approved by the Board of Trustees and endorsed by the Strategic Planning Steering Committee in 2004. That committee also laid some of the initial groundwork for the University Strategic Plan, enacted by its successor, the Strategic Planning and Budgeting Committee (SPBC) and formally approved by the Board of Trustees in February 2006. The fact that the Mission documents began to be revised and constructed prior to the completion of the most recent evaluation team visit suggests that members of the University community themselves knew that renewed efforts regarding an accurate representation of the changing nature of the institution was appropriate, so that needed strategic planning could be initiated. The fact that these statements were constructed with broad University community

participation further speaks to a shared recognition of their importance. A brief examination as to how the Mission Statement was revised is instructive in this vein.

When comparing the mission statement of 1993 with that of 2003, three differences are noteworthy. The 2003 document specifically highlights the University's commitment to social justice and sustainability. It highlights the importance of interdisciplinary study and off-campus learning, and it defines what a liberal education entails by explaining how it "deepens the specialized knowledge of a discipline with a comprehensive world view." Such changes honestly reflect transitions that were occurring within the University, including the increasing popularity of an Environmental Studies curricular program, the growth of International Studies as another important interdisciplinary major accompanied by a significant increase in the number of students studying abroad, the institutionalization of an elaborate general education program, and a recognition that a prerequisite for preparing students for democratic citizenship was ensuring their understanding of what social justice entails, in normative and empirical terms. Thus it is fair to conclude that both the impetus to create and revise mission documents and the actual changes in language that were adopted were neither cosmetic nor superficial, but reflected definite ways in which the University had transformed itself from the 1990s through the first decade of the millennium. They give evidence to the contention that vibrant learning communities periodically seek ways to clarify their values and in so doing rededicate their efforts.



Above: Students from IWU's Sierra Student Coalition participate in a tree-planting ceremony in honor of Earth Day 2007. The event coincided with President Wilson signing the Talloires Declaration, a ten-point action plan for incorporating environmental sustainability into higher education.

Shared Concern for the Needs of Students

The one word that is common to all of the quotes cited above and the term that most consistently appears within all of the documents from which they come is the word "student." Illinois Wesleyan University's longevity is directly tied to its success in liberally educating students, and it is not an exaggeration to note that it is concern for the intellectual development of its students through exposure to liberal education that not only is the institution's lasting legacy, but is the core value that allows it to successfully function not simply as an organization, but as a community. The term community is explicitly defined within the University Vision Statement to include students, faculty, staff, parents, alumni, trustees, and friends because all of these constituencies play a vital role in helping to ensure that the educational experiences the institution provides are meaningful and have lifelong consequence. But it is their concern for students' intellectual and personal development through exposure to liberal education that transforms the concerns that individuals within these various groups may express into an institutional imperative that is collectively embraced and supported. It should further be noted that students play an important role in the ways through which the values embedded in the Mission documents are actualized. In addition to having participated in the construction of these documents, students continue to sit on important governance committees and their participation in campus-wide

ceremonies where reference to Mission document values is stated publicly and explicitly is not only encouraged, but it is expected.

The Illinois Wesleyan University student profile remains a consistent source of collective pride and institutional strength. Befitting an institution which is highly selective, the student body is extremely capable, demonstrating a degree of proficiency and aptitude at the high school level that gives it the capacity to take advantage of the caliber of education the University offers. As the campus catalog states,

Illinois Wesleyan University welcomes applications from students who seek a challenging collegiate education founded on the liberal arts. Students who wish to pursue liberal arts fields within a setting where professional studies and fine arts are available, as well as students with professional and fine arts interests who want a firm foundation in liberal studies, will find Illinois Wesleyan especially appealing.

It is thus appropriate that the Mission documents express goals for student learning that are commensurate with students' abilities and those goals are deservedly quite ambitious. Goals such as fostering creativity, critical thinking, effective communication, strength of character, and a spirit of inquiry" (Mission Statement), graduating individuals who are "socially aware, environmentally informed, ethical and engaged citizens," (Vision Statement), affording them "the greatest possibilities for realizing individual potential..." (Mission Statement) assume that the student body for whom they are intended can successfully achieve them, and that the entire campus community can facilitate in making their success possible. In order to make this occur, the education of our students is indeed a joint effort. As the Vision Statement states:

All students will have opportunities to work closely, and often collaboratively, with faculty and staff, and all will be challenged to engage in multicultural interactions of national and international dimension. Students will be encouraged to develop their capacities, cultivate their individual talents, and pursue multiple interests, in a manner that fosters self-confidence coupled with humility.

As important as words may be though, if they are hidden or sheltered from the University community or from the external environment, their power and usefulness is marginalized. Thus, the Mission documents which we have discussed are located in spaces that are easily accessible to public viewing: within printed materials such as the University catalog and on the University's public website. Suffice it to conclude that the University is naturally proud of the values expressed in these documents and publicizes them regularly during opportune moments.





1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Illinois Wesleyan University's commitment to recognizing the diversity of its learners is evident in its Mission documents. The Strategic Plan is instructive in this case, as it devotes one of its goals explicitly to the importance of increasing and sustaining campus diversity among students, faculty, staff, administrators, and trustees. Indeed, the history of the strategic planning process, as described below, is noteworthy because its importance was closely tied to the need to create a more diverse community at Illinois Wesleyan.

Photos, left: Students participate in the 14th annual Festival of Spirituals and Songs in Honor of Rev. Dr. Martin Luther King, Jr. on January 19, 2012

Right: Alumni, faculty and administrative staff gather at a 2008 Minority Alumni Network event. The Alumni Association supports regional and young alumni clubs as well as affinity groups such as the Greek Alumni Network and the Pride Alumni Community.

Parallel to the process by which the first language in the Vision Statement was being developed, the BOT [Board of Trustees] formally resolved in February 2004 that work should begin immediately on a strategic goal that the entire Illinois Wesleyan community agreed should be the University's first priority—Creating a More Diverse Community. Intensive work by the SPSC [Strategic Planning Steering Committee] in Spring 2004 allowed Acting President McNew to present a Diversity goal statement and strategies to the BOT approval at its May 2004 meeting. President Wilson presented the first progress report on achieving that goal at the May 2005 BOT meeting. (Background and History of the Strategic Plan⁴).



Today, diversity is listed as one of the six goals within the University Strategic Plan. The goal, in its full text, states that the University is committed to: Increase and sustain diversity among students, faculty, staff, administrators, and trustees; with a special focus on attaining 'critical masses' from underrepresented racial and ethnic groups, create a welcoming, inclusive, multicultural campus where all community members appreciate and respect the diversity of the nation and the world." In addition five strategies are listed in support of the goal. They include:

4 www.iwu.edu/president/Strategic/index.shtml#background

- Developing a campus-wide commitment to diversity as an institutional priority and foster the sustained community will to achieve the University's diversity goals.
- Use strong, persistent, and culturally specific practices to recruit and retain a diverse student body, with emphasis on racial and ethnic diversity.
- Recruit and retain a diverse faculty, Cabinet, and staff, with emphasis on racial and ethnic diversity.
- Develop and sustain a campus climate that welcomes diversity and multiculturalism and stresses their essential role in maintaining the quality of IWU' educational programs
- Promote and strengthen the involvement of diverse groups of alumni, friends, and community leaders in the life of the University.

In point of fact, the University concern for enhancing diversity on the campus has been a source of consistent discussion since the previous accreditation review. In the spring of 2003, for example, an external consultant prepared a report detailing the state of multiculturalism on the campus (Yvonne C. Jones, "Illinois Wesleyan University Multicultural Report.") Some of the findings from the report emphasized the need to create greater multicultural representation within major governance structures, developing a more specific job description for the Office of Multicultural Affairs and a more centralized focus for the Multicultural Center, and enhancing recruitment strategies for minority faculty, staff, and students. Upon Board of Trustee endorsement of the goal to create a more diverse community, the Board itself established a Diversity Initiatives Committee, to monitor progress in meeting the goal, and that group has met regularly subsequent to its formation. In May 2005, at the same time that the President was reporting about initial progress in meeting the diversity goal, the University sponsored a campus-wide workshop exploring diversity issues organized by the National Coalition Building Institute, whereby communicative strategies for supporting tolerance were discussed. ("Welcoming Diversity: Building Effective Relationships: A Program of the National Coalition Building Institute, presented by the NCBI Illinois).

Upon the hiring of a new provost in 2006, a number of organizational models were discussed with reference to implementing the Diversity Goal in support of the strategic planning process. The current organizational structure, created in 2009, is the University Council for Diversity (UCD), whose work is summarized at length in the discussion of Criterion 2. What is particularly significant in the Diversity Strategic Planning goal, as well as in the work of the UCD, is that diversity is defined in terms more expansive than those that denote numerical benchmarks. The phrase within the text of the goal, "create a welcoming, inclusive, multicultural campus where all community members appreciate and respect the diversity of the nation and the world," is thus instructive for its use of the words 'inclusive,' 'appreciate,' and 'respect.' The UCD specifically has adopted AACU language

regarding the importance of ‘inclusive excellence’ as a supplemental mandate for its work, and both the Provost Office and the Human Resources Office have agreed to use such language in their recruiting materials.

Diversity at Illinois Wesleyan is thus conceived of as much as a disposition as it is a category. As a result, diversity is tied not merely to an acknowledgement of the fact that peoples in the U.S. and the world are different from one another for the purpose of informing the University community of that empirical fact. Nor is the goal one of attempting to simply representing external demographic diversity in more realistic terms. Similarly, the purpose of recognizing the existence of diversity is not confined to generating a simple tolerance for difference, placating the fears that accompany encounters with those with whom one is unfamiliar. Although all of the above rationales have their merit, one is reminded that the history of the institution and the comments made earlier with regard to important elements of the Mission and Vision Statements suggest that diversity at Illinois Wesleyan is tied more directly to a commitment to work toward social justice. As the Strategic Plan notes, it is not simply different racial and ethnic groups who should be the subject of targeted recruitment to the University community but those who are “underrepresented.” The Vision Statement is even more emphatic in stating that such recruitment is important so as “To secure the compelling educational and social benefits of diversity and to counter the particular legacy of discrimination in our society...”

Diversity and Tolerance

At the same time, the University’s commitment to diversity is one that implies that the importance of actively engaging and interacting with those who are different from us is intrinsically related to the more general values of liberal inquiry the institution espouses. A commitment to diversity at Illinois Wesleyan demands that one value the unique gifts others bring to the community to better appreciate one’s own special abilities and limitations, and the University views such interaction as crucial if exposure to a liberal education is to be effective. Indeed, the campus emphasis upon curricular diversity with regard to core liberal arts and professional program options further speaks to a shared understanding of the importance of exposing oneself to a variety of experiences as an essential component of the learning process. The University’s commitment to diversity is thus not only an ethical imperative, but it enhances support for liberal inquiry in broader terms, complementing the curricular philosophy of the institution.

The University Vision Statement notes, “All members of the University community — students, faculty, staff, parents, alumni, trustees, and friends — will be valued contributors to campus life.” How then, in fact, does this happen? In part, one’s value is tied to the sense of community the campus creates and one’s role in supporting the shared values of the mission documents. As the Vision Statement assumes, one’s affiliation with the University is more than that of association but requires contribution. In seeking and calling for the creation of

a more diverse University community, the mission documents implicitly assume that individuals from diverse backgrounds have the capacity to make the University community stronger, not simply by expressing their own individuality, but by also enriching and deepening a shared view as to what a liberal education should entail. In order to feel comfortable entering this dialogue though, one has to believe that one's views will be respected, that statements applauding the virtues of diversity are more



than platitudes, and that members of the University community are open and supportive of differing perspectives, whether they come from students, staff, faculty, or administrators. There is considerable evidence, detailed in the discussion of Criterion 2, as to how the University has consciously worked to be a more inclusive and transparent organization with regard to decision-making of all types. Suffice it to state here that there is a balancing act that encourages individual free expression as a basis for promoting diverse perspectives and experiences, with the sense that as part of the University, all campus members share similar values with regard to the importance of promoting liberal education. This is articulated clearly within the Strategic Plan and its discussion of the importance of fostering wellness among University constituencies.

The Student Development Goal within the Strategic Plan, for example, argues that the campus environment should be enhanced so as to foster students' intellectual, social, ethical, and personal development. Strategy B in support of that goal lists achieving holistic student wellness as an important objective, by "establishing a comprehensive program that provides opportunities for students to learn about and practice physical, emotional, vocational, spiritual, intellectual and social wellness." In a similar vein, Goal III within the Strategic Plan argues that the University should "Strengthen support for faculty and staff in their respective roles and create a community in which all are valued and encouraged to reach their potential." Strategy E in support of the goal argues that faculty and staff wellness can be promoted by strengthening "proactive wellness programs and identifying and responding to evolving wellness needs of faculty and staff across campus." In all of these cases, a respect for the health and wellness of the individual is expressed in categorical terms, thus asserting that the relationship between the health of the University community and its individual members is seamless.

In assessing how individuals are respected and their diverse perspectives are welcomed, it is instructive to comment upon what doesn't exist in University Mission documents. First, the absence of any reference to a specific religious deity or denomination in any of these documents is worth emphasizing. One's religious affiliation is not assessed in determining one's qualifications for becoming a part of and participating in the University community. In addition, there are no codes of

conduct or oaths of faith that are required of University members. To do so would violate the spirit and essence of a liberal education as Illinois Wesleyan has defined the term over the past century and a half.

To the extent that the Strategic Plan emphasizes the importance of attaining racial and ethnic diversity explicitly, while other aspects of diversity are mentioned in more implicit terms, it would be useful to revisit this part of the Strategic Plan and include language that recognizes disability, gender, sexual orientation, social class, and geographical background as areas deserving of the specific attention an inclusive commitment to diversity would suggest. In practical terms, such a definition is already operational. However, it would be useful to construct language within the Mission documents, particularly the Strategic Plan, that reflects this reality.

1C. Understanding of and support for the mission pervade the organization.

Upholding the values espoused in the Mission documents does not simply occur as a result of personal good will, but depends upon organizational structures that are rational in their delineation of responsibility and flexible as befitting a community

the size of a small liberal arts university. Indeed, the ease with which strategic planning has been linked to mission statement values is not accidental. There was a short time frame when the Mission statement was revised, the Vision Statement created, and the Strategic Plan developed. The *Transforming Lives* campaign began to be planned shortly afterwards and its goals clearly reflect priorities expressed within the Strategic Plan, as they particularly relate to the needs of students, faculty, and staff in their efforts to implement liberal education ideals. As a result, as is noted in the discussion of Criterion 2, there is historical precedent for linking strategic planning and budgeting to the University mission. It is equally important to note that the campus wide structures that evolved as a result of

this planning process, such as the SPBC and the UCD, were designed from the start to include representation from the major campus constituencies. The SPBC includes staff, student, trustee, faculty, and administrative representatives and the UCD includes staff, student, faculty and administrative representatives. So not only have budgeting and planning processes been linked to mission documents, but those structures designed to facilitate their implementation have included the comprehensive representation necessary to further the communication of Mission Statement values. In addition, the Board of Trustees regularly invites Student Senate leaders, Staff Council and faculty representatives, and members of the administration to attend committee and sub-committee sessions during their

“The mission statement of the University is promoted in a variety of ways in how we promote the institution to prospective students and their families. Items that are promoted and discussed regularly are the University’s commitment to the liberal arts, faculty/student collaboration, a balance of teaching and research, global awareness through the curriculum and study abroad, and citizenship development through involvement both on campus and within the community.”

(SSSC 2010 Staff Survey)

regularly scheduled meetings. But bringing people together of course does not ensure that they walk away from their encounters with a shared understanding of the topics subject to discussion, as the more significant question involves the degree to which Mission document ideals are consistently and effectively articulated. Although the importance of communicating certain features of the Mission documents has been noted, a larger issue involves the degree to which all of the values within the Mission documents are clearly understood by members of the University community. It thus makes sense to identify the ways in which students, faculty, and staff support the values of the Mission documents and perceive them as being implemented on a regular basis.



Students

Student understanding and support for the University's mission may be observed through recent evidence yielded from the 2007 Lawlor Group Identity Assessment, a research project designed to better understand IWU's institutional culture and identity. Approximately 36% of IWU's students participated in the assessment. In response to the question "Do you feel that Illinois Wesleyan is living its Mission the best it can?" over 70% of the student participants responded in the affirmative. A sample of reasons given included:

I have seen, experienced, or heard about everything in the mission statement occurring on campus.

What is stated in the mission statement is restated in almost every class and university gathering.

Everything in the University mission statement is one hundred percent true. I have seen many schools (and even attended a few) where the

“IWU focuses not just on the acquisition of knowledge, but also on having its students gain wisdom that help improve them as human beings.”

(SSSC 2010 Student Survey)

mission statement and the actual school don't match up at all. Here, that is simply not the case.

Table 1-1: 2010 SSSC Student Survey

Criterion 1	N	Mean
IWU's mission is clear.	470	3.96
IWU's mission recognizes the diversity of learners, constituencies, and society.	473	4.05
IWU promotes participation and collaboration among students and faculty.	473	4.30
IWU promotes effective leadership.	475	4.09
IWU upholds and protects its integrity as an institution.	474	4.19

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

(SSSC 2010 Student Survey)

I do feel like the classes that I have taken have fostered a spirit of inquiry and curiosity about the world in me.

The fall administration of the Self Study Steering Committee (SSSC) 2010 Student Survey, which was designed to assess students' level of agreement with the HLC accreditation criteria components as exercised by IWU, also provided strong positive evidence concerning understanding and support for the University's mission. Approximately 23% of the student body participated in the survey, in which students were asked, “To what extent do you agree with the following statements concerning Illinois Wesleyan University?” As noted in the adjacent table, the mean scores for the majority of the items specific to Criterion 1 yielded moderate to strong agreement by the students.

Despite the strong evidence concerning IWU students and their support for the University's mission, both of the aforementioned survey assessments provided examples for institutional improvement, including the following:

We need to increase drastically our commitment to environmental sustainability, so that IWU is an example for the entire nation.

It is not possible that every aspect of the mission can be achieved at its highest level. There is always more room for improvement.

I don't think Illinois Wesleyan is ethnically diverse AT ALL. Nor is it socioeconomically diverse. The vast majority of students are white, Christian, upper or upper-middle class, and politically conservative. I don't feel that Illinois Wesleyan is supporting the participation in a global community as best it could.

Though IWU strives to achieve diversity on campus, a greater amount of financial backgrounds and geographical backgrounds could benefit discussions in classes and interactions outside of it. (Source: SSSC 2010 Student Survey)

Faculty and Staff

Forty-nine percent of IWU faculty and staff participated in a similar survey as part of the 2007 Lawlor Group Identity Assessment. They were posed the same question concerning the University living its mission. Approximately 55% of the faculty and staff participants responded in the affirmative. A sample of reasons given included:



I feel that in our courses, we try to foster all the statements in the mission. Our student body, I feel, is prepared to meet the goals in the mission statement. And students definitely have easy access to the faculty, with much opportunity for help in their personal and intellectual development.

One can see our mission statement in action from the day to day activities of the students, staff and faculty.

I believe there is always room for increased growth in achieving the mission, but I do think the University constituents try to actively strive to take the mission into consideration in daily activities.

There were also a number of statements that illustrated faculty and staff disagreement that the University is living its mission. They included the following:

There is always "one step further" when it comes to pursuing goals. There are always improvements to be made.

The university isn't pursuing diversity as actively as they could.

I think we can improve our performance in the areas of diversity, social justice and environmental issues. I also think we can challenge our students to interact with the community more.

During the summer and fall of 2010, the SSSC also administered surveys for faculty and staff. The instruments were designed to yield personal perceptions concerning the overall strengths and weaknesses of the University, as well as thoughts concerning the role departments, programs or units play in the operation of IWU within the context of the accreditation criteria. Twenty-seven percent of the faculty and staff participated. Two questions specific to Criterion 1 were asked: 1) How does your department/program/unit promote awareness of the values and goals of the University's mission statement? and 2) Which of the University mission goals does your department/program/unit strive to embody or meet? Over 80% of



Photos, clockwise from left: Roy Bailey, pictured with President Richard Wilson, was the 2009 recipient of the Starkey Award, which is presented annually to a member of the University staff nominated by his or her peers for extraordinary service to the University. Honorees Tony Heaton (2010) and Eric Nelson (2011) follow.

The award is named in honor of the late Max Starkey, a 1957 Illinois Wesleyan graduate who was University comptroller from 1957 to 1996.

the faculty and staff comments provided a number of explicit and implicit examples of promoting mission-driven values and goals. Three examples are included below:

In informational meetings we discuss the goals of a Spanish major which overlap with some of the mission goals/values; in classes for the major/minor faculty foster effective communication, spirit of inquiry, critical thinking, creativity and strength of character in different ways; we require a semester abroad which contributes to our students realization of their individual potential and preparation as a citizen in a global society; we offer specifically a class on social justice that also includes hands on field work for the students; we support extra-curricular programming for students to exercise their mind beyond the classroom.

As a part of Academic Affairs, we promote awareness of the University mission through faculty orientations, publications, workshops, and the general education and May Term programs. I personally promote awareness through peer education, mentoring, campus volunteerism, and in my supervisory interaction with my student assistants.

In the Office of Residential Life within the Division of Student Affairs, many of our programs and interactions with students are geared towards mission-aligned priorities, such as promoting diversity and sustainability, and preparing students for citizenship and a participatory democracy. This is done largely through engaging students in participatory experiences, such as interactive activities that provide information about the environment or about difference, or in our staff support of the Alternative Spring Break program. (Source: SSSC 2010 Faculty and Staff Surveys.)

Alumni

As part of the 2007 Lawlor Group Identity Assessment, over 6,700 alumni were invited to complete an alumni survey, which yielded a 19% response rate. When asked about whether the University was living its mission, 69% of the respondents indicated that it was. A sample of reasons given by alumni included:

Wesleyan has always been a leader in moving the school forward toward a global commitment to education and responsibility.

Wesleyan is a mission-driven school and pays close attention to both its liberal arts roots and the realities of modern-day life.

It actively recruits a diverse student body whose common thread is the desire for an intellectually stimulating college experience. It fosters community and responsibility.



“IWU did a great of shaping my future. I would say my student experiences in Student Senate helped prepare me for my work in higher education. It helped me early on understand how administrators work and set priorities. I also think that IWU helped foster the thought to think broadly before making a decision which helps me professionally and personally. Additionally, the research requirements and instilling excitement about research helped me with graduate school.”

(SSSC 2010 Alumni Survey)

Being a participant on the alumni board I recognize the efforts the university is placing on creating a global, racially, and ethnically diverse and cohesive environment.

The SSSC 2010 Alumni Survey was administered to the Classes of 2003 through 2010 and yielded a 20% response rate. The instrument was primarily based on alumni satisfaction with academics, services, facilities, and campus climate. In addition, alumni were also asked to identify essential features of their IWU education that contributed to their personal and professional development. Many of these essential features identified items listed in the University’s mission. Examples included the following:

The fostering of critical thinking skills, the questioning of the status quo, the introduction that objectivity is uncertain and impossible... these were very important in my development.

The small campus where everyone feels that Titan pride. Professors, staff, and students make a community together which is fun and academically challenging.

The critical thinking skills. The curiosity for the world embodied in each professor. The confidence to ask questions and seek out answers.

Critical thinking and analytical skills. Civic responsibility. Passion for learning and the desire to continuously seek out knowledge

Small, friendly atmosphere. Environment that fostered creativity and openness. Beautiful campus. Sense of history. Nearly unlimited access to faculty.

Rigorous academic environment which encouraged self-discovery and self-motivated learning. (Source SSSC 2010 Alumni Survey)

Photo, above: A meeting of the Student Senate, circa 2002. For nearly a century, Illinois Wesleyan’s student government has organized events, advocated student rights, and mediated between students and the administration. As stated by its forefathers in 1915, its priority is to be a “clearing house for student plans, ideas, and sentiment.”



Above: Illinois Wesleyan and Illinois State University combined their Habitat for Humanity chapters in 1993. In collaboration with McLean County's Habitat for Humanity, the joint student chapter helps build homes for low-income families and works behind the scenes with planning and fundraising.

Alumni were also asked to identify important aspects missing from their IWU education that could have contributed to their personal and professional development. One mission-related theme that emerged in the alumni comments was diversity in a number of forms including race/ethnicity, socioeconomic, geographic, and life experiences.

An understanding of the meaning of the Mission documents is most powerfully evident in the explicit actions of various University community members. The Mission Statement emphasis on social justice, for example, is apparent when one is reminded of the national recognition given to the IWU/Illinois State University joint chapter of Habitat for Humanity, or for the volunteer activities that staff, faculty, and students collectively pursue during their Alternative Spring Break. A commitment to “make connections among ideas, values, and experiences so that they may understand and act more effectively in the world” (Vision Statement) is in evidence through the extensive Study Abroad and May Term travel course opportunities that students pursue, or the frequent international conferences in which faculty participate. One sees an appreciation for the fostering of “critical thinking and creativity” (Mission Statement) when one attends the campus wide John Wesley Powell conference where student research and artistic performance is prominently displayed to the public. Diversity initiatives offered by the Office of Multicultural Affairs, the Admissions Office, and other campus entities speaks directly to those areas of concern outlined in the Mission documents. Landscaping efforts on the part of physical plant staff around The Ames Library led to their receipt of a beautification award from the local Bloomington community and illustrates how they helped to solidify town/gown relationships while demonstrating an institutional concern for the needs of University neighbors. Certainly, University efforts in support of sustainability initiatives that are analyzed at length in the discussion of Criterion 2 speak to the ways in which the entire campus has

embraced the institution's commitment to environmental sustainability as articulated within the Mission Statement. All of these examples show that through their deeds, University constituencies understand the meaning of mission statement documents, that such meaning grounds their professional work, and that their professional success has further strengthened institutional commitments to the ideals of the mission documents in practical ways. The assertion that these documents generally represent the lived experiences of many, if not most, of the members of the University community is thus easily affirmed.

“ I feel that the travel opportunities offered during May Term provide a great advantage to students. The business environment is very conscious of global perspectives and traveling abroad helps to show employers we are not only qualified academically, but we have a greater understanding of the global economy. It also shows our ability to be flexible and work within different cultures. As a scientist, the lab work I completed and access to various instruments during my undergraduate career was very important in gaining my first job.”

(SSSC 2010 Alumni Survey)

As has been noted, it is significant that the Mission documents that are currently operational were revised and formulated with the support and approval of the University Board of Trustees, and were crafted by members of the faculty, administration, alumni, students and staff, representing their specific constituencies. As previously mentioned, the crafting of these documents was closely tied to the initiation of a focused effort to expedite strategic planning. During the previous self-study process, faculty, staff, and student discussions coalesced around a shared set of understandings regarding the nature of the University and its institutional purpose. Those findings suggested that there was broad agreement that:

- IWU is a residential college and that living on campus is part of an IWU student's educational experience.
- a shared goal of IWU faculty, staff, trustees and alumni is to foster a sense of belonging on campus that encourages students to feel part of the community and in turn to feel responsible for contributing to that community.
- IWU faculty and students not only strive to acquire and transmit knowledge and wisdom but also to create new scholarly and artistic works. (December 12, 2002, memo from the Associate Dean to the Chair and Vice-Chair of the Council on University Programs and Policy).

Communication of Mission Document Values

An analysis of the major documents created by various University administrative sub-units since 2003 gives further support for the contention that important elements of the University Mission documents are re-emphasized, but in language responsive to the audiences to whom those units directly serve. Thus, on the Admissions Office website, in addressing prospective students and their parents, it is noted that “Through intimate contact with faculty and heavy involvement in extracurricular activities, Illinois Wesleyan students develop into scholars,

artists, leaders and citizens who have an impact on the world in a profound way,” echoing Mission Statement sentiments regarding democratic citizenship and a comprehensive world view. The Transforming Lives capital campaign literature refers to the importance of building the University endowment to continue to attract and retain quality students and faculty, mirroring the words of the Vision Statement that state that the University will build upon its achievements to provide an education of the highest quality. The Division of Student Affairs explicitly states on its website that its offices work directly with students “to enhance and complement the University Mission,” while The Ames Library’s own Strategic Plan⁵ also makes explicit mention of the Mission Statement. Finally, while not denigrating the considerable success IWU students have had in intercollegiate athletic endeavors, the Athletics department literature consistently emphasizes the importance of the first part of the student-athlete label, befitting an NCAA Division III institution where athletic scholarships are prohibited. “We are educators as well as coaches, and we labor to motivate our student-athletes toward success in the classroom as well as in their chosen sport.”⁶



“As new faculty members, the mission was shared with us during an orientation. When shared, it matched with what was shared during the interview and selection process. As a “newbie,” there seems to be an alignment between the values of IWU and the mission. The commitment to social justice is central in our department, and it is a core commitment that is central within my own value system. This is an important match that will translate into the classroom, the community, and scholarly endeavors.”

(SSSC 2010 Faculty Survey)

However, within academic departments and programs, it is fair to note that references to the values expressed within the University mission documents are more inconsistently represented. An analysis of department and program web pages, for example indicates that only 17 of the 34 departments and programs refer to the Institution’s liberal arts tradition, directly quote from the mission, or invoke specific elements of the mission. 38 of the 41 departments and programs that circulate brochures about their offerings and activities mention the liberal arts tradition or invoke specific Mission statements in their publications, but whether it be web page or brochure, direct mention of or quotation from the Mission statement is quite rare. Suffice it to note that although the language used in supporting documents is by no means uniform, and that official references to the Mission documents

are inconsistently expressed, the University makes an honest effort to uphold the values enumerated within Mission documents, even when this occurs through implicit rather than explicit ways.

Nonetheless, the challenge of articulating all of the values of the mission documents in clear terms is always present, and there are elements of the mission documents that require specific and continued attention. The Lawlor Group reported, for example, that a significant number of those responding to its surveys associated the character of the University with its name, assuming a religious

5 www.iwu.edu/library/information/Ames_Stragic_Bro.pdf

6 www.iwusports.com/sports/2009/1/30/GEN_0130094325.aspx?tab=athleticphilosophy

orientation that simply doesn't exist. One would hope that as the University continues to make strides in clarifying the values within its Mission documents to external audiences, its reputation would more realistically reflect those values. Another area whose importance needs to be continually re-emphasized to students and parents is their understanding of the importance of a broad education to balance one that is specialized through pursuit of the major discipline or program. To that end, during Parent Visitations, First-Year Orientation programs, and within the Academic Advising system, due diligence is made to explain the reasons why a general education program has intrinsic importance to the pursuit of a liberal education. Linking the values of the University Mission documents more closely to the General Education program, for example, would not only reiterate the importance of those values, but would more effectively communicate the importance of that program to the University community. However, in an age where students and some of their parents share strong professional and/or careerist aspirations, the task of communicating why a commitment to liberal inquiry is important is one that is ongoing.

The diverse nature of subject matter offerings that characterizes the IWU curriculum has been a source of serious discussion among the faculty. The task of integrating the curricular expectations of professional programs with those of the liberal arts disciplines is perpetually challenging. Although this challenge was noted as a specific area of tension during the 2003 Evaluation Team visit, such tension has diminished during the past decade. The reason for this decrease is twofold: 1) the inclusive language of the Mission documents has given formal support to both curricular areas and 2) the financial resource challenges, summarized in the discussion addressing Criterion 2, have affected both domains with an equal degree of impunity.

Communicating the Importance of Academic Freedom

A liberal education not only invites, but also demands, that its sponsors protect and encourage an airing of different opinions and ideas. The preservation of academic freedom is a necessary element in the furthering of democratic citizenship and is crucial to the success of all higher education institutions devoted to furthering learning, creativity, and intellectual engagement. Academic freedom takes many forms, and can include the sponsoring of speakers with unpopular views, the opening up of the campus to a discussion of controversial topics, and the use of due diligence to prevent unreasonable interference in the conduct of one's duties as a student, teacher, or scholar. The campus community, to the credit of its faculty, staff, administration, trustees, and students, has not shied away from allowing those with controversial views to make their arguments on campus premises (e.g. the visit of William Ayers to the campus in 2010; the presentation of theatrical productions with explicit sexual content; the landing of a Black Hawk helicopter on campus grounds during 2010 Homecoming); it has steadfastly upheld the academic freedom of its faculty and students during the past decade. However, as is true of all

higher education institutions, it needs to continually make the case to all internal as well as external constituencies as to why academic freedom values need to be upheld not only for the good of the academy, but for the good of society as well.

It should be stressed that the Board of Trustees and the University administration has always upheld the importance of tenure as a means of protecting the academic freedom of its faculty. Indeed, the fact that specific AAUP language has been adopted as a part of the Faculty Handbook gives testimony to this fact. However, in a national environment where the principle of tenure is increasingly coming under attack, it behooves faculty and administrators to continue to explain to all members of the campus community and those whom it touches externally why the preservation of tenure is important to the protection of academic freedom. Discussions regarding the meaning of academic freedom have regularly been held among the faculty as part of the reading group program. Extending those discussions to other members of the campus community including staff and students would also be useful.

Potential Improvement to the Dissemination of Information

There are a number of areas where direct communication of the Mission document ideals could be improved upon and they deserve extended comment. Although the formats for various pages within the University website have been standardized, the ways in which the values within the mission documents are actualized need to be highlighted. An electronic version of the staff handbook for non-exempt employees does not currently exist and no handbook of any kind exists for exempt staff. As these omissions are rectified, attention can be specifically paid to making prominent references to the mission documents within these formats. Additionally, implementation of the comprehensive New Employee Orientation Program by the Human Resources office would serve to formally communicate the University's mission to staff, along the lines of annual orientation sessions currently held for new faculty members. Drafted in 2008, this Program suggests a glossary of terms be distributed to University employees since the nomenclature associated with academic work can be quite specific to the professional academic community. For employees for whom English is their second language, the University should strongly consider translating relevant materials as necessary. In addition, the University should provide translators to employees who are in need of such assistance during benefit orientation sessions.

1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The challenges that national liberal arts colleges confront in creating and sustaining effective leadership and organizational structures that help them to support their missions are significant, given the unique nature of the concept they embody. The liberal arts college is a quintessentially North American construction, born, for the most part, during the mid-19th century, before public education at the secondary level expanded, and prior to the growth of the land grant public university. The fact that the concept has endured for so many years is in part due to its singularity of focus, with a strong foundational emphasis upon teaching young adults, and its success in producing graduates who have indeed become successful leaders in all social venues, in far higher percentages than the number of students actually attending these institutions would suggest. The fact that these institutions have for the most part been residential and that the size of their operation is comparatively modest are organizational characteristics that have enhanced their capacity to provide undergraduate education of a comparatively high quality. However, quality and efficiency are not always synchronous, and in some ways, the non-bureaucratic nature of the small liberal arts institution creates challenges when one considers the efficiency of its operations. Unlike its larger counterparts, these institutions operate with limited economies of scale. At the same time, as higher education has become more specialized and professionalized, the demands to provide new services to students, faculty and staff are increasing, be they in the realms of technology, wellness, counseling services, student affairs, or newer areas of curricular specialization. To be sure, large and complex organizations such as the mass university fight against their own types of inefficiencies, be they due to redundancies, ambiguous institutional values, and differing funding sources that are not always equally or fairly distributed. But the degrees of freedom these institutions employ to function smoothly, including the ability to raise funds through external grant support or a reliance upon graduate student labor to transmit an educational product to a large number of clients, are simply not available to those who are responsible for overseeing and managing the small liberal arts institution.

The Board of Trustees and the Protection of Mission Values

There are certainly pressures for redressing inefficiencies, although the danger of succumbing uncritically to these pressures involves compromising educational quality, as defined by the ethos of the small liberal arts ideal. Examining the performance of an institution's Board of Trustees and administrative leadership involves analyzing the degree to which efficiencies are promoted, but not to the detriment of educational quality. In this area, the Illinois Wesleyan University Board of Trustees has generally demonstrated an ability to successfully strike a



Above: George Vinyard '71, president of the University's Board of Trustees, recently deceased President Emeritus Robert S. Eckley H '88, Nell Eckley, Patricia Wilson and President Richard F. Wilson attend a February 2012 meeting of the Board of Trustees.

President Eckley died on Sunday, April 15, 2012 after a four year battle with Amyotrophic Lateral Sclerosis (commonly known as ALS or Lou Gehrig's disease). Eckley served as president of Illinois Wesleyan from 1968 to 1986.

balance between these competing imperatives. A narrative that finds voice in the discussion of Criterion 2 involves an examination as to what has not occurred as a result of the severe fiscal pressures brought about by the recession of 2008, as well as what has occurred in the years since the last Higher Learning Commission review. Suffice it to note that in the aftermath of 2008, minimum class size as a pre-requisite for a course to be taught has not changed, neither student residence requirements nor graduation requirements have been revised, and off campus and study abroad experiences have not been restricted. Although a number of these strategies have been employed at other small liberal arts colleges, for Illinois Wesleyan leadership these alternatives were viewed as compromising the quality of the education the University provides.

Such an adherence to the values of the institution's mission documents can occur only because of close communication among Board of Trustee members and leaders within the University administration. This communication has been enhanced by the fact that Board of Trustee meetings regularly include the President of the Student Senate, the convener of the Staff Council, and invited faculty visitors. It is instructive to note that in 2011, in response to a desire to further improve communication among the Board of Trustees and faculty members, the Board agreed to allow a third faculty member to serve as an official visitor to Board meetings, so as to permit greater coverage of the activities of the various Board committees. Given the fact that the chair of the Council on University Programs and Policy (CUPP) also attends Board meetings, four faculty members now participate during these sessions in an official capacity. Others are often invited to give presentations when their efforts are deserving of recognition, comment and discussion. It can be parenthetically noted that Board members regularly serve on search committees for Vice-Presidency and Provost positions, although their numbers are never weighted in their favor. The President ultimately makes these decisions on an independent basis, after committee recommendations are forwarded to his attention.

One result of the efforts to structure communication among the BOT and various University constituencies is that the boundaries that define constructive oversight and destructive micro-management are usually clearly understood on the part of

all parties. For example, the Board of Trustees is charged with the responsibility of approving all tenure and promotion decisions, and sabbatical and junior faculty leaves. There is no history of any of these decisions having been overturned by the Board. Indeed, with regard to most administrative matters, the Board places trust in the administrative leadership of the University to manage the affairs of the institution effectively. This is not to imply that disagreement never occurs between Board members, the administration, faculty, staff, and students. Issues involving changes in retiree health care benefits, summarized at length in the discussion of Criterion 2, give evidence in support of this contention. Nonetheless, Board members see themselves as providing guidance in line with their institutional responsibilities, and trust the upper levels of the administration and faculty leaders to work effectively on a day-to-day basis.

Organizational Structures

As the organizational charts noting the structure of the University administration generally, and the Academic Affairs unit specifically indicate (see appendices B, C, and D), the professionalization of higher education is a trend that Illinois Wesleyan University has embraced so as to better address the needs of students, faculty, alumni and other University constituencies. Vertical lines of authority involve reporting mechanisms that, for the most part, lead to the Vice-Presidential level, where leaders manage their units with a noticeable degree of autonomy. At the same time, the Vice Presidents and the Provost and Dean of the Faculty report directly to the President and meet with him on a frequent basis as a group while they also constitute significant membership within the President's Cabinet. The leaders of each administrative unit are responsible for submitting unit goals at the beginning of the year. They are then asked to assess their progress in meeting those goals at the end of the academic year, with their information summarized by the president in a report given to the Board of Trustees. The President's Cabinet further serves as a space whereby leaders from the various units share information with one another and offer advice on matters of collective importance to the institution when called upon to do so. It is noteworthy that the chair of CUPP, the chief faculty governance structure, attends Cabinet meetings as well. These meetings occur on a bi-weekly basis throughout the academic year.

The Academic Affairs unit includes the Provost, the chief academic leader, the Associate Provost whose position is based upon a permanent appointment, and the Associate Deans of the Faculty and Curriculum, who serve in fixed term positions, where they are selected internally from among the faculty. The nature of these positions and the responsibilities that their occupants carry out continues to be a source of discussion among the faculty. Department chairs and school directors report directly to the Provost and Dean of the Faculty as do the Registrar, Director of Athletics, University Librarian, Chief Technology Officer and the Director of Advising. In addition to organizing themselves according to department or school program, faculty also meet on a divisional basis, in sessions convened by their CUPP representatives.

Effective academic administration relies upon the collective efforts of faculty members to share responsibility for decisions that impact faculty work. To that end, the IWU faculty organizes itself around a number of standing and appointed committees that involve themselves with issues of mutual concern (Faculty Handbook, chapters I, II, and III).⁷ Most higher education institutions have major faculty committees similar to those at Illinois Wesleyan: the Promotion and Tenure Committee, the Hearing Committee, the Curriculum Council, and the Faculty Development Committee. What is significant for the IWU case is that when administrators serve on these committees, they do so on an *ex officio* basis and do not directly participate in the decision-making process. It is also noteworthy that members of these standing committees (as well as CUPP) serve two-year terms, allowing many faculty to participate in committee service, while highlighting the importance of service to faculty governance and the expectations that flow from that fact.




What is noteworthy about all of the organizational structures described above is the fact that they been changed and revised so as to address differing institutional needs. Positions such as the Associate Dean of the Curriculum, Chief Technology Officer, Registrar, and Director of Advising did not exist in their current iteration a decade ago. The SPBC and the Academic Advising Center also represent new initiatives created since the last self-study. Their creation speaks to the continuing efforts the University has made to address the changing ways in which students learn, faculty teach, and access to information has expanded. Similarly, as is noted in the discussion of Criterion 2, the Assistant Vice President for Research, Planning and Evaluation, the Dean of Enrollment Management, and the Director of Government and Community Relations are relatively new positions.

It would be naïve to suggest that simply because some organizational structures exist that encourage administrators to share their experiences with one another, or other structures encourage faculty, trustees, staff, and students to meet with one another, or still other structures encourage faculty to make peer-reviewed decisions with limited influence on the part of administrators, that university governance operates in so smooth a fashion that conflicts never arise. Indeed, it would be incongruous to note the existence of certain communicative challenges in expressing the meaning of Mission documents on the one hand, while asserting that university governance operates without any conflict whatsoever. Illinois Wesleyan University, in this regard, is no different from the norm. During difficult economic times, for example, conflicts have arisen regarding the preservation of autonomous decision-making within a particular unit on the one hand, and the contradictory desire to make sure that information is shared regarding expenditures in units where one lacks a direct affiliation. During times of financial pressure, the belief that cost savings are available through targeting programs other than one's own can be particularly attractive. Even though the sharing of budgetary information

7 www.iwu.edu/provost/faculty-handbook.pdf

is more prevalent than has ever occurred in recent memory at IWU, in practical terms, such a commitment still has its limitations. This is particularly true because of the need to protect confidential information regarding individual salaries and related personnel matters, even though budgets are heavily influenced by personnel expenditures. At times, faculty, staff, students, and administrators have difficulty separating their own departmental, divisional, or unit affinities with a broader perspective regarding what would most encourage institutional health. However, such contrasting views don't compromise the efficacy of the administrative units from where they originate, nor do they rise to a level whereby the importance of the various administrative units has been seriously questioned in a sustained manner. Instead, when these views are expressed, they point to the need for greater communication within and among the various administrative units, rather than for their elimination or drastic reconfiguration.

 A good example of the above would be the Staff Council, a body created in 2005 after the 2003 external review team recommendations, for the purpose of giving staff a greater voice in University governance. While improvements could be made in the operation and effectiveness of the Staff Council, there are few, if any, calls for its elimination.⁸ On the other hand, the current Director of Government and Community Relations, occupying a position also formally established in 2005, has had notable success in assisting in the planning with city officials in both Bloomington and Normal, the future of a major area ripe for redevelopment that is partially adjacent to the University, the Main Street corridor. He has chaired the University GREENetwork and in so doing has promoted campus-wide sustainability issues to the community, has formed collaborative relationships that have offered support for community-wide sustainability efforts, and has generally been successful in buttressing the University's reputation as a good community citizen. Together, these cases give evidence for the contention that the University is willing to pursue administrative change in support of the values encapsulated within its mission documents and that it is willing to regularly make accommodations to solidify community relations. Initiating change is no guarantor of success, however. This is why administrative changes that are introduced occur with a measure of pragmatism, both with regard to an assessment of the reasons for their success and an evaluation of the limits of their success. The goal setting strategies enacted by the President help to fulfill this important evaluative role. Suffice it to conclude by noting the truism that shared governance, while often messy, sometimes inefficient and almost always non-linear, is essential to the maintenance of a strong workplace community and the Illinois Wesleyan University case offers support for the contention.

⁸ www.iwu.edu/president/Strategic/report85.shtml

Hiring and Evaluation of Personnel

Even an elegant organizational structure, in support of an erudite and comprehensive set of mission documents, cannot function effectively without qualified personnel. For a small liberal arts community such as Illinois Wesleyan, being able to attract and rely on talented individuals to play their role in strengthening the institution is absolutely crucial if the University is to realize its promise. The hiring and evaluation processes relevant to faculty lines are described in the discussion of Criterion 2. At this time, it is useful to comment upon the ways in which talented individuals are recruited for leadership positions within the University administration and among the staff. To that end, it is instructive to note that all senior administrative leaders at the Vice-Presidential level or above hold advanced degrees, that they participated in nationally advertised searches for their positions, and that they have accumulated a wealth of experience relevant to their job responsibilities. As has been noted, over the past decade there has been significant administrative turnover. However, such turnover has not been perpetual, and many cabinet members have held their positions for at least five years. Although there are some exceptions to the rule, the hiring process generally has been one of relying upon the external search in order to find the most qualified person. In addition, the number of senior-level administrators who are Illinois Wesleyan graduates is comparatively small.

As staff vacancies at lower levels arise, advertisements are first posted within the University and are then sent to the surrounding media. When staff members seek an upgrade or revision in their position description, the Position Review Committee, a group that includes administrators and exempt and non-exempt staff representatives, evaluates their case. But all new University employees, regardless of rank or position, are subject to a background check prior to the start of their employment. It is in these ways that a strong commitment to professionalism characterizes hiring processes. However, members of the SSSC noted with a significant degree of concern that there is no central mechanism for facilitating transcript or credential evaluation. This check is performed by search committee members or by those assigned direct hiring responsibility. Therefore, working to standardize the mechanisms by which credentials and transcripts are evaluated for their authenticity is a challenge that the University definitely needs to address. Suffice it to conclude that the University has put in place structures and policies that offer support for the values expressed within its Mission documents, that there is a requisite degree of transparency necessary for effective decision-making to occur, and that the quality of the institution's human resources remain one of its greatest strengths. At the same time, as is true of most environments that rely upon collaborative efforts to insure their success, the University needs to continue to design and implement effective communication strategies among and between all members of the institution's various administrative units.

1e. The organization upholds and protects its integrity.

Higher education institutions in North America are increasingly confronted with challenges that speak to the need to maintain public trust while effectively serving the needs of their own constituencies with fairness and evenhandedness. In an environment where social institutions of all types have been subjected to heightened scrutiny, this task is daunting. Forty years ago, for example, the public faith in the medical and legal professions was commensurate with the social prestige that they engendered. Today, not only has the public's trust in doctors and lawyers eroded, but its faith in the work of teachers, businesspersons and many other professionals has also subsided. What makes this trend worrisome for those of us involved in higher education is that our work seems particularly ambiguous and vague to those who are unfamiliar with the workings of the academy. For the small, private, liberal arts residential institution such as Illinois Wesleyan, the association of the education it provides with elitism and privilege is one that merits continued rebuttal. That perception is so diametrically opposed to values of the mission documents that have been described, it can only be effectively contested by an acknowledgement of the institution's integrity. Given the fact that we, as a society, differ as to how we define words such as "education" to begin with, the polymorphous nature of the activities we associate with liberal education make the challenge to demonstrate that our actions resonate from a strong sense of integrity even more overwhelming. This may even be truer for Illinois Wesleyan than for some of its peer institutions because of the professional/liberal arts blend that characterizes our curricular distinctiveness. In any event, integrity can be measured according to both internal and external dimensions. Internally, if an organization does not operate in a trustful manner while treating its members with respect, it can make no claim to members of external publics that it is indeed worthy of their trust. On the other hand, if it makes no effort to demonstrate responsiveness to the communities that reside outside of its immediate borders, it then risks becoming ignored as socially irrelevant. Finally, to the extent that higher education institutions operate within a shared social field, they have obligations to one another so as to cooperate and compete according to common understandings. It is the view of the SSSC that the University operates with integrity within all of these areas.

Enumeration of Rights and Responsibilities in Internal Documents

Many of the rights, responsibilities, and protections offered members of the University community are enumerated within a series of handbooks, designed to address the needs of specific University groups. The Student Handbook⁹, for example, includes regulations and policies affecting students that are currently in effect. It is available on-line to all students and portions regarding academic components are repeated in the University catalog. The policies and procedures that it documents address both the academic and social aspects of student life,



⁹ www.iwu.edu/judicial/handbook/index.shtml

as it includes policies involving harassment and intolerance, sexual harassment, students with dependents, anti-hazing, the course syllabus, attendance and grading, class meetings and final examinations, course loads, grades and standards, exceptions to academic requirements, grade appeals, student conduct and academic integrity, cheating, plagiarism, student records, student access, and withdrawal from the University. As the Handbook makes clear, all students are required to abide by University regulations on campus, on University affiliated areas and at all University functions.

The Faculty Handbook¹⁰ similarly contains policies and procedures regarding the conduct of the University faculty. These policies and procedures include general faculty meeting procedures, procedures and policies for standing committees, as well as faculty personnel policies (faculty appointments, tenure and advancement, post-tenure review, complaints and grievances, and separation from the University). Faculty responsibilities, resources and related policies are also outlined (including those involving teaching, academic advising, and related activities, leaves, professional travel and grant opportunities). Other University statements that form a portion of the Faculty Handbook include the AAUP Statement on Professional Ethics, and policy statements concerning information technology, alcohol and drug use, sexual harassment, and statements regarding the conduct of research. Indeed, the University has received national AAUP recognition in its efforts to revise the faculty handbook so as to more closely align its text with AAUP Redbook language.

Non-exempt staff are given a non-electronic version of their handbook that functions in a fashion similar to that of the Faculty Handbook, including documentation involving employment policies, hours, wages, employee benefits, safety issues, a code of conduct, general information, while also listing institutional policy statements. As has been noted, there currently is no handbook for exempt staff, an omission that deserves timely rectification. A whistleblower policy is in effect for all members of the University community and is publicly accessible on the University website.¹¹ The fact that the policy includes Board members as well as students, faculty, and staff, and covers areas as divergent as employment, athletics rule violations, financial improprieties, safety and security, and student concerns is noteworthy, as is its clear delineation as to whom one should report an alleged violation, along with the language indicating a process for adjudicating complaints resulting from incident disclosure. A separate incident protocol report process is being developed at this time so as to compile general information regarding the frequency of campus discrimination incidents and the speed of their resolution.

¹⁰ www.iwu.edu/provost/faculty-handbook.pdf

¹¹ www.iwu.edu/judicial/policy/WhistleBlowerPolicy.shtml

Compliance with Federal and External Regulations

Of primary importance to a residential community is its ability to maintain security and safety. To this end, the Office of Security works closely and in harmony with the local police and non-police community service agencies and insures that the University is in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the federal law that requires colleges and universities across the country to disclose information about crime on and around their campuses. A link to campus crime statistics on and around campus is accessible from Security office website. At the same time, the University Occupational Safety and Health Administration (OSHA) officer consults with departments around campus to assure that federal guidelines for safety in the workplace, including correct labeling and the disposal of chemicals and appropriate laboratory safety regulations, are being followed.

Prior to 2004, staff members were classified according to support, administrative and technical categories. Afterwards, their designations were changed into exempt and non-exempt categories, and in compliance with the Fair Labor Standards Act, salary payments for non-exempt staff were changed from a monthly to a biweekly basis in 2006. The University also expressly recognizes the requirements of Title IX legislation and its Title IX coordinator, the Executive Assistant to the President, is in charge of handling Title IX complaints.¹² Of course, issues involving safety and discrimination are easier to address when federal mandates such as Title IX, OSHA, and the Clery Disclosure Act clearly stipulate how institutions should operate to protect the rights of the individuals with whom they are associated. But there are additional areas requiring federal compliance as well, and the University makes a good faith effort to follow the letter and spirit of such regulations too. For example, the University Librarian serves as Copyright Compliance Officer and library staff help the institution by investigating copyright clearances both for use in classes and for promoting faculty work in the public domain.¹³ In addition, faculty, administrators and an external community member serves on the Institutional Review Board, while the activities of the University animal facility are monitored by staff veterinarians from the community who work with the chair of the Institutional Animal Care and Use Committee.

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

¹² www.iwu.edu/judicial/handbook

¹³ http://digitalcommons.iwu.edu/sw_gallery.html



The FERPA example is illustrative because it also demonstrates that in order to function in a way that institutional integrity is preserved, many elements of the campus community need to work together. Thus, the offices of the Vice-President and Dean of Student Affairs and Academic Affairs regularly share responsibilities in notifying faculty advisors and instructors when unexpected issues affecting a student's academic performance arise. More generally, in situations where a clear course of action is not always in evidence, IWU retains an outside University attorney, who provides available legal counsel. The use of an annual independent audit, performed by KPMG LLP, whose reports are regularly shared with the Board of Trustees, is an additional example of institutional reliance upon independent external expertise for the purpose of insuring the integrity of its internal policies and procedures.

The integrity of the University is not only monitored by governmental agencies and recognized by those in the surrounding community, but it is in evidence through inter-institutional and consortial relationships. Over the past six years, the University has participated in two Teagle Grant projects, assessing student writing and critical thinking, as well as labor-saving, high-impact learning activities initiated by faculty. Faculty and administrators from other small liberal arts institutions have also participated in these projects. In addition, the University has been a founding member of the Scholars at Risk Network and has memberships in national and regional organizations including the National Institute for Technology in Liberal Education (NITLE), EDUCAUSE, the Midwest Faculty Seminar, and Consortium for Academic and Research Libraries in Illinois (CARLI). The University has an active AAUP chapter whose leader has worked with the national office to encourage new chapters to form and dormant ones to be revised, in part as a result of the success experienced on the IWU campus. The IWU campus hosted a statewide AAUP meeting in 2011.

Significant grant support from the Mellon Foundation, the Department of Education, and the Arthur V. Davis Foundation further demonstrate external recognition for the institution's quality. As noted in the discussions of Criteria 2 and 3, international exchange agreements with Keio University and Technos College in Tokyo, Pembroke College (Oxford), and Al Akhawayn University in Morocco, further speak to the University's ability to work with international sister institutions in ways that are of mutual benefit.

Conclusion

Higher education institutions of all types are increasingly being called upon to justify their purpose and their operations. Although some of the external pressure demanding such accountability may emanate from sources with suspect motives, as there certainly are individuals who are inherently mistrustful of the dedication to intellectual engagement to which all higher education institutions are committed, it is important for higher education communities to explain to their own members and to wider external audiences why it is important for the institution to succeed. Illinois Wesleyan University is able to make that case in convincing fashion. It is blessed with a rich history and a curricular focus that is distinct for the small liberal arts undergraduate residential institution. Its members share the values embodied in its mission documents, even though the language within the documents could be communicated more clearly. Its leadership is dedicated to ensuring that the University expresses these values in its daily operations, and its faculty and staff work closely with students and parents to deliver educational and co-curricular experiences that are challenging, but offer support for intellectual and personal growth. Its organizational structure represents a rational institutional response to the needs of students, faculty, staff, alumni and community members, needs that have grown in number and complexity over the past decade. In addition, policies have been implemented that preserve institutional integrity. The future challenges that the University must confront include the need for the members of all organizational units to communicate with one another more effectively so as to understand how their colleagues contribute to the actualization of mission values through their own individual work. They also involve a commitment to continually explain to students, parents, and the surrounding community what a liberal education demands and why specific

“ARC [The Action Research Center] hosts a MLK JR teach in each year which highlights several current affairs in the context of Dr. King's fight for social justice. Political Science has traditionally participated in this event as well. Two years ago, Political Science adopted an off-campus experience requirement in an effort to promote the active citizenship goal that is part of the university's mission. Last year the department hired a South Korean native who specializes in international political economy thereby furthering the university's diversity and global awareness goals simultaneously. Developing in our students a strong and independent spirit of inquiry as well as their critical thinking skills is political science's primary focus. ARC promotes resourcefulness and imagination through its challenging community.”

(SSSC 2010 Faculty Survey)

University policies are put in place in support of that effort. Finally, a fuller appreciation of University operations as a whole would contribute to a stronger sense of community among its members.

Strengths

- Mission documents demonstrate congruence with one another.
- The commitment to enhance campus diversity is a core and essential component of the mission documents.
- There is a general understanding of the values expressed within mission documents by members of the University community.
- The University complies with federal and legal mandates and operates with a strong sense of integrity.

Challenges

- Individual University web pages and handbooks should make more explicit references to the language used in mission documents when situations merit that connection, and a handbook for exempt staff, including mission document references, needs to be created.
- Staff Orientation programs should offer translation services and relevant portions of handbooks and similar documents should be translated so as to accommodate the needs of University members who are non-native speakers of English.
- The Strategic Plan language regarding diversity needs to be revised to reflect a more inclusive definition of the term.
- A University-wide system for monitoring the authenticity of transcripts and credentials of new employees needs to be created.

Conclusion: *Illinois Wesleyan University has successfully fulfilled the requirements of Criterion 1 in support of the HLC accreditation process.*





CRITERION 2

Preparing for the Future

The organization's allocation of resources and its processes for planning and evaluation demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Introduction	65	<i>Physical Resources</i>	87
<i>Institutional Strengths and Challenges</i>		<i>Technology</i>	93
<i>Enumerated As a Result of the Previous</i>		<i>Human Resources: The Faculty</i>	95
<i>Accreditation Process</i>	65	<i>Endowed Professorships</i>	96
<i>Revising the Institutional Mission and Building the</i>		<i>Instructional Expenditures, Information</i>	
<i>Strategic Planning Process</i>	66	<i>Technology, Library, and Staff Support</i>	97
<i>Enhancing Financial Health through Shared</i>		<i>Faculty Development</i>	99
<i>Sacrifice</i>	67	<i>Faculty Compensation</i>	103
<i>Looking Forward: Future Challenges</i>	68	<i>Human Resources: The Staff</i>	106
2a. The organization realistically prepares		<i>Staff Organizational and Restructuring Issues</i> . . .	107
for a future shaped by multiple societal		<i>The Impact of Financial Constraints on Staff</i> . . .	108
and economic trends.	70	<i>Conclusion</i>	110
<i>The Mechanics of Planning</i>	70	2c. The organization's ongoing evaluation	
<i>Environmental Scanning</i>	71	and assessment processes provide reliable	
<i>Student Recruitment and Enrollment</i>		evidence of institutional effectiveness that	
<i>Management</i>	72	clearly informs strategies for continuous	
<i>Endowment Management, the Annual Fund,</i>		improvement.	111
<i>and Gift Giving</i>	76	<i>Financial Planning</i>	113
<i>The Master Plan and the Strategic Plan</i>	77	<i>Physical Resources</i>	114
<i>Addressing Diversity</i>	79	<i>Technology Resources</i>	115
<i>Tenure-Line Criteria and Faculty Personnel</i>		<i>Students</i>	116
<i>Adjustments</i>	80	<i>Faculty and Academic Affairs</i>	117
<i>Retiree Health Care</i>	81	<i>Staff</i>	121
<i>Retirement Benefits</i>	82	<i>Conclusion</i>	123
<i>Institutional Planning at Illinois Wesleyan</i>		2d. All levels of planning align with the	
<i>University: Strengths and Challenges</i>	83	organization's mission, thereby enhancing	
2b. The organization's resource base supports		its capacity to fulfill that mission.	124
its educational programs and its plans for		Conclusion	127
maintaining and strengthening their quality in		<i>Strengths</i>	129
the future.	84	<i>Challenges</i>	130
<i>Financial Resources</i>	84		

CRITERION 2

Preparing for the Future



***Above:** Artist's rendering of the new main classroom building, which is targeted for completion by the fall semester of 2013. The nearly \$16 million building is a key priority of the University's \$125 million Transforming Lives fundraising campaign.*

Introduction

Institutional Strengths and Challenges Enumerated As a Result of the Previous Accreditation Process

As previously noted, the report of the 2003 comprehensive evaluation visit team to Illinois Wesleyan University, submitted to the Higher Learning Commission, included a list of significant institutional strengths. Team members commented upon the talent, ability and dedication of all University constituencies including faculty, staff, administrators, and students. The high quality of the physical plant, the institution's strong record of enrollment management, a significant level of information technology services and equipment available to campus members, the institution's history of continually balancing its yearly budget, its commitment to follow a multi-year budget planning model, and its successful fundraising efforts were all listed as being noteworthy. At the same time, concerns were raised with regard to the shortage of staff to adequately manage expanding institutional activities, substandard morale issues among faculty, and the need to address the perception that decision-making was occurring hierarchically in a top-down fashion. In addition, the team noted the fact that multi-year budget planning was based upon extremely optimistic assumptions with undue reliance upon deferred gift maturation. It further warned of the long-term impact of the precipitous 36% decline of the University endowment in the aftermath of the dot.com crisis of 2002-2003 (from \$213 to \$136 million), relative to the size of the operating budget.



IWU's own self-study report, *Growth and Challenge*, prepared in advance of the team visit, enunciated a number of the views articulated by the team. With regard to human resources, members of the self-study, while noting the excellence and dedication of faculty and staff, agreed that faculty salaries and benefits needed to be improved and that new strategies to encourage greater faculty diversity needed to be employed. They noted that an improved system of shared governance facilitating better communication needed to be instituted and a staff development program needed to be implemented. Concerns regarding faculty work-load and its potential effects upon recruitment and retention were voiced, an extension of tuition benefits for staff children and dependents was recommended, and the team voiced a strong belief that a plan to reduce staff stress had to be developed.

The authors of the *Growth and Challenge* report were additionally concerned about deficiencies in classroom and office spaces and the need to address maintenance and repair issues. The lack of accessibility of older structures for disabled members of the University community was noted as was the lack of a childcare facility for faculty and staff. In addition, the importance of implementing components of the campus Master Plan, including the construction of a new School of Theatre Arts building and the renovation of facilities where the School of Art is housed, was noted. Finally, the steering committee members commented upon the fact that faculty sought to play a larger role in budgetary planning and suggested that attention to rising health care costs would need to be addressed in the immediate future. Members were particularly concerned with the need to significantly increase the endowment and Annual Fund to positively address those issues of concern mentioned above in a substantive fashion.

Revising the Institutional Mission and Building the Strategic Planning Process

Since 2003, the record of institutional progress in addressing these issues while building upon existing strengths is generally strong. For example, there are specific changes that have occurred that speak directly to the issues involving institutional planning, resource allocation, and planning assessment. Effective institutional planning has been enhanced through the creation of formal organizational structures including the positions of Assistant Vice President for Institutional Research, Planning and Evaluation, Dean of Enrollment Management, Director of Academic Advising, and Associate Dean of the Curriculum. At the same time, a strategic planning advisory committee developed into a permanent and important campus-wide committee, the Strategic Planning and Budgeting Committee (SPBC), while the University Council for Diversity (UCD) was created to coordinate campus-wide diversity initiatives. In addition, the long-standing faculty Council on University Programs and Policy (CUPP) began to play an increasingly active role in partaking in shared governance, with respect to advising the Provost about tenure-line distribution, revising the criteria for the allocation of tenure lines, expanding contact with members of the Board of Trustees, and working with the

Interim Provost to create a task force that helped revise equity and promotion allocations among the tenure-line and adjunct faculty.

These structural changes need to be viewed within a larger context. The institutional mission statement was revised to address those long-held values that have 21st century salience, including stated commitments to prepare students to be conversant with the need to further social justice and sustainability while acquiring the competencies to function successfully within a global society. The strategic planning process further evolved as a way of offering concrete support for the campus mission. Our current strategic plan was developed from discussions that began in 2003-2004 and culminated in an extensive document that includes six distinct goals and five to six enumerated strategies for each goal. Goals III (Human Resources), IV (Diversity), and VI (Financial Resources) speak directly to the planning and resource issues that form the focus for Criterion 2 of this self-study report. Suffice it to conclude that institutional planning is inclusive and draws upon the expertise of all major stakeholders. We continue to confront the challenge of effectively communicating the reasons and rationales for those decisions that affect major constituencies and need to use the planning architecture already in place to more successfully address the continuing challenges of resource acquisition, allocation, and distribution in proactive rather than reactive ways.

Enhancing Financial Health through Shared Sacrifice

During a decade where North Americans have witnessed the greatest economic recession since the great depression of the 1930s, it is clear that the financial stability of Illinois Wesleyan University is strong and that it continues to utilize the resources necessary for the fulfillment of its mission. The record since 2003 is one where the University has successfully launched a capital campaign designed to augment and enhance human resource development and has, in following its Master Plan, completed and/or embarked upon a number of capital projects that will positively influence campus life in all of its domains. The University endowment, despite some notable bumps in the road, has recovered significantly from its nadir in 2002-2003.

In addition, the University has been able to maintain its strong academic profile and remains a small liberal arts institution of high quality that is able to successfully compete for students with peer and aspirant counterparts that evoke considerable national prestige. Extremely high retention percentages verify the fact that students find Illinois Wesleyan University a place where they believe that their needs can be met. At the same time, the student body has become noticeably more diverse, both domestically and internationally. The size of the tenure-line faculty

“*In my unit/departments, I see tremendous effort on the staff and administration to be successful in contributing to the University goals. While most are understanding of the current local, state and national economic challenges, it would be to our benefit to provide the financial rewards for such outstanding efforts. The benefits to the University would be seen in both short- and long-term goals.*”

(SSSC 2010 Staff Survey)

and the staff have basically stayed constant, while a significant number of visiting faculty positions have been converted to tenure-line status. The University has been able to hire a number of new faculty over the past few years who bring added energy, talent and expertise to the professoriate.

These achievements have come at the cost of considerable shared sacrifice on the part of the University community. In the late spring of 2009, when confronted with declining endowment performance and lower than expected student enrollment for the fall of 2009 and the pressures that arose as a result of bond indebtedness, faculty and staff salaries were frozen for 2009-2010 and 2010-2011, with a one-percent raise allocated for 2011-2012. Retirement compensation was drastically reduced by 50%. Additionally, a plan to substitute a defined retiree health care benefit plan with a defined contribution plan was enacted to reduce the institution's unfunded liability. For faculty and staff with a longevity of service to the University or those who came to the University in mid-career expecting to have the terms of their health care continue onto retirement, this decision was difficult to accept.

Unlike some institutions experiencing similar financial pressures, no furlough days were given to either faculty or staff during the 2009-2010 academic year and no reduction in force was demanded of staff or faculty, although a hiring freeze was implemented that year. Furlough days were viewed as salary cuts which were unacceptable during the economic downturn. In addition, the elimination of existing staff and/or faculty positions would have meant rejecting the values and concerns articulated in previous planning documents that reiterated the importance of expanding human resource capacity on the campus in support of our mission and the values embedded within it. Such an option was also rejected because, although the University confronted serious financial challenges of an immediate nature, its long-term health was not threatened. It should be parenthetically noted that there is multi-year budget modeling in place that seeks to ameliorate the salary and compensation cuts that have been enacted over the past few years. Thus, in the midst of severe economic pressure resulting from the recession, Illinois Wesleyan's record is one whereby no employee has lost her or his position because of financial circumstances affecting the institution. At the same time, the University became more financially secure than it was a decade ago. Although such success has been achieved as a result of considerable collective sacrifice which should not be minimized, the IWU story is compelling according to its own terms and in comparison with more general higher education trends.

Looking Forward: Future Challenges

As we look to the future, it is clear that additional resources will have to be secured in order to adequately address future institutional needs. Some of our future challenges include expanding the financial aid budget while limiting tuition and fee increases to make IWU more affordable for a student body whose families are increasingly less affluent; implementing strategies that will address current

shortcomings in compensation allocations to staff and faculty; increasing the number of support staff in need areas; increasing the size of the Annual Fund and the number and percentage of alumni who offer monetary support for the University; successfully completing the *Transforming Lives* capital campaign; and expanding the allocation of resources to enhance the use of technology on the campus, a demonstrated strength of the University a decade ago, but a significant current and ongoing challenge.

The planning and decision-making process that is required to successfully address these challenges necessarily requires an assessment system that is flexible, efficient, and responsive to changing realities. Such a system is in place at the institutional level and within various academic and administrative units. Decision-makers have access to a myriad of survey data gathered by the Assistant Vice President for Institutional Research, Evaluation, and Planning on a consistent basis. To cite one example, five different surveys of student attitudes are regularly conducted bi-annually. The University has revised and recalibrated the peer/aspirant group of institutions with which it regularly compares itself in order to better assess its institutional strengths and challenges within a broader higher education environment. All academic and administrative units participate in yearly reviews where their performance is assessed and academic departments and programs now conduct external reviews of their operations. Data gathered from the institution's auditors is regularly shared with members of the President's Cabinet and members of the Board of Trustees. In addition, the President's Cabinet regularly participates in annual retreats, where agenda setting and a prioritization of objectives is determined on a consensual basis.

It is clear that Illinois Wesleyan is deeply committed to and highly values strategic planning, that it works to secure and allocate the resources necessary to achieve its goals, and that it uses assessment information as a means of evaluating its success in meeting its goals and objectives. It is also clear that while the planning and assessment processes are in place to allow for future growth, the University will need to directly confront a number of contemporary and future challenges if it is to achieve and sustain long-term success. In the following pages, we will expand upon these themes to offer a comprehensive view of the ways in which we are attempting to plan for the future, secure the necessary resources in order to successfully do so, and honestly assess our strengths and challenges while continuously aligning our policies with our institutional mission and strategic plan.



Above: President Richard F. Wilson with Transforming Lives Campaign Chairs Steven J. Wannemacher '73 and Jean M. Baird '80.

2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

The planning process at Illinois Wesleyan University is noteworthy for its comprehensiveness and complexity. It is comprehensive insofar as it involves all of the major units, decision-makers, and their constituencies; it is complex insofar as it demands that those decision-makers evaluate data from numerous internal as well as external sources. They must balance the institutional needs for immediate and short-term responses to pressing issues without compromising long-term planning objectives. In so doing, it is incumbent upon those charged with policy-making responsibility to operate with a strong degree of transparency. They solicit alternative perspectives from relevant stakeholders, communicate the reasons for specific decisions to the entire campus community, and seek feedback to assess the consequences of their decisions while continuously re-evaluating the decision-making process. In this section, we analyze the ways in which the budgeting process occurs and then describe how environmental scanning is used as a means of gathering useful data to be used in the planning process. We then examine how planning influences decision-making with regard to student recruitment and enrollment management policies and examine the ways in which the endowment and capital campaign are managed. The University's physical resources are evaluated according to a Master Plan that is part of the strategic planning process, and the evolution of planning efforts in this area is also noted. Finally, a number of specific case studies involving diversity, adjustments in tenure-line faculty hiring, retiree health care, and retirement benefits are offered as illustrations of the successes that have been achieved and continuing challenges that the University must confront through its engagement in the planning process.

The Mechanics of Planning

The regular budgeting process begins with the Vice President of Business and Finance, who is responsible for establishing the University's annual budget and who produces budget models, makes budget projections, and is involved on a regular basis in monitoring the University's financial resources. He completes these tasks after consulting with numerous stakeholders including the President, the Provost, the Dean of Enrollment Management, the Dean of Admissions, the Assistant Vice President for Institutional Research, Planning, and Evaluation, the Vice President of Student Affairs, and other members of the President's Cabinet. Budget models and projections are regularly shared with the campus-wide SPBC that meets nine times a year. The President serves as convenor of the Committee, which is composed of four Vice Presidents, the Provost and the Assistant Vice President for Institutional Research, Planning and Evaluation, six faculty members, three staff members, two students, and three trustees. Information pertaining to the SPBC and its meeting notes may be accessed on the University website.¹



¹ www.iwu.edu/president/Strategic/CommitteeReports.shtml

Open public meetings with faculty and staff are conducted twice a year to review projected budgets and budgetary issues are regularly discussed within CUPP. In addition, such discussions are replicated during monthly faculty meetings. These meetings not only deal directly with imminent budget issues, but also serve as forums for discussing those issues that have major implications for institutional resource allocation. Proposed annual budgets are subject to the approval of the Board of Trustees, who customarily review and vote on budget proposals for the following year during their May meeting. It should be stressed that annual budgets are always discussed and reviewed within the context of three-year budgetary projections.

Environmental Scanning

Social scientists have often argued that the way in which problems are posed influences the type of solutions that are sought. It is for this reason that higher education institutions cannot afford to ignore what peer, aspirant and other higher education institutions do. Such information is essential to an authentic examination of the premises employed in making planning assumptions while choosing among alternatives that are not always immediately apparent. The purpose of environmental scanning is thus not one of charting courses of action that are derivative, but to stimulate creative problem-posing and problem-solving options. The wealth of information collected by the Assistant Vice President for Institutional Research, Planning and Evaluation affects every major constituency on campus, including faculty salary data, national reports regarding student attitudes, and enrollment and financial data at comparable liberal arts colleges. Every major planning decision made at the institutional level involves the implicit or explicit use of data generated by that office, much of it involving an analysis of information gathered from extra-institutional sources. Although certainly less systematic, useful information is also gathered through active involvement in national higher education organizations. In that regard, it is instructive that administrators have regularly participated in organizations such as the Association of American Colleges and Universities, the American Council of Academic Deans, the Association for Institutional Research, the Council of Independent Colleges, the American Association of Higher Education, the National Association of Independent Colleges and Universities, the National Association of College and University Business Officers, the Annapolis Group of Independent Colleges, the Higher Education Data Sharing Consortium, and the American Association of University Professors. It is in this fashion that they are able to directly keep abreast of current thinking within the field

Another method of soliciting comparable data from external sources is to invite outside experts to review campus policies and make recommendations for future planning. As noted later in the chapter, the Master Plan resulted from such a solicitation. In addition, in 2008, the University invited Gene Spencer, an independent information technology consultant previously affiliated with Bucknell University, to assess the strengths and challenges confronting the Office

of Information Technology (OIT). That report has received due attention for its forthright analysis of the impact of resource constraints upon the functioning of the OIT and the larger implications of information technology resource availability and allocation for the campus community. Suffice it to conclude that through rigorous environmental scanning, personal participation in relevant professional associations and organizations, and with the use of outside consultants, the IWU planning process not only uses external data available to decision-makers, it actively solicits such information, viewing it as an essential component of effective planning. At this point, we find it useful to summarize a number of anecdotal examples that speak to the effectiveness of the planning and budgeting process at Illinois Wesleyan. Two of the illustrations represent positive outcomes, two are illustrative of issues that represent challenges deserving of continued attention.

Student Recruitment and Enrollment Management

Because of the nature of the institution and its reliance upon tuition- and fee-driven revenue, student recruitment and enrollment management are key components in constructing the University budget (tuition and fees comprise 85% of University revenue in 2011-2012). The Dean of Enrollment Management (position created in 2005) and the Dean of Admissions are responsible for recruiting and retaining students enrolled at the University, with both deans reporting directly to the President. The Dean of Enrollment Management is responsible for developing long-term admission strategies, supervising the Financial Aid Office, coordinating retention efforts, and assisting in marketing efforts and strategies. The Dean of Admissions is responsible for admitting the first-year class and engaging the subsequent class

of prospective students. In recent years, these individuals have worked with representatives of the *Human Capital Research Corporation*, an external consulting firm whose expertise has been used to help analyze enrollment trends and recruitment strategies.

An examination of those trends indicates that our admit rate for first time first year (FTFY) applicants, has increased from 43% to 62% from 2003 to 2010, while our yield rate has

decreased from 40% to 28% (see Figure 2-1). At the same time, the average ACT score for first year students has remained relatively constant at around 28, and the percentage of enrollees who graduate within the top ten percent of their high school class was at 44% for 2010 (see Table 2-1). It is important to note that the percentage of in-state residents among first year students has held steady, while the percentage of MALANA (Multi Racial, African-, Latino-, Asian-, and Native American) students has significantly increased from 8.8% in 2003 to 16% in 2010. With regard to our global diversity profile, our percentage of international students

Figure 2-1: *First-Time, First-Year Admit Rate and Yield*

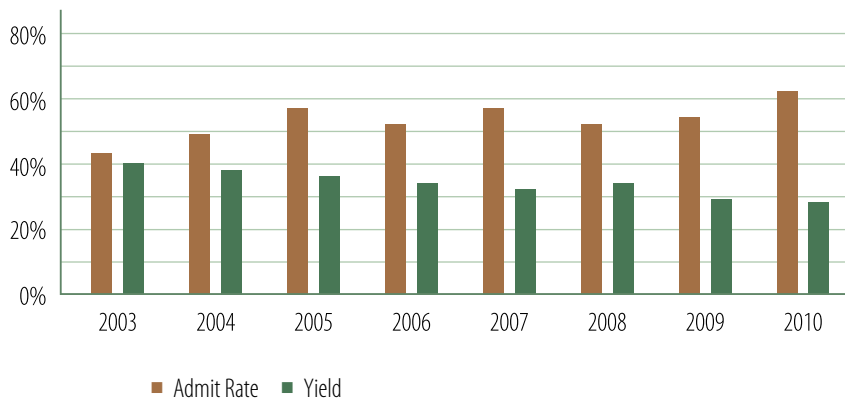


Table 2-1: First-Time, First-Year Student Characteristics

<i>Fall</i>	2003		2004		2005		2006		2007		2008		2009		2010	
Total	578		549		565		552		538		562		518		587	
<i>Gender</i>																
Men	260	45%	228	42%	238	42%	223	40%	224	42%	229	41%	205	40%	273	47%
Women	318	55%	321	58%	327	58%	329	60%	314	58%	333	59%	313	60%	314	53%
<i>Race/Ethnicity</i>																
Non-resident Alien	12	2%	4	1%	17	3%	14	3%	17	3%	31	6%	21	4%	12	2%
Black/African-American	16	3%	22	4%	40	7%	33	6%	29	5%	34	6%	23	4%	31	5%
American Indian	2	0%	2	0%	1	0%	3	1%	2	0%	2	0%	2	0%	1	0%
Asian	17	3%	12	2%	25	4%	25	5%	27	5%	22	4%	26	5%	28	5%
Hispanic/Latino	16	3%	17	3%	18	3%	19	3%	13	2%	18	3%	15	3%	34	6%
White	498	86%	463	84%	434	77%	445	81%	420	78%	416	74%	364	70%	443	75%
Multi Racial/Unknown	17	3%	29	5%	30	5%	13	2%	30	6%	39	7%	67	13%	38	6%
<i>Residence</i>																
In-state	476	82%	472	86%	467	83%	471	85%	457	85%	475	85%	430	83%	500	85%
Out-of-state	102	18%	77	14%	98	17%	81	15%	81	15%	87	15%	88	17%	87	15%
Average ACT	28.5		28.6		28.4		28.2		28.0		27.7		28.0		27.9	

Definitions and Notes - 1) MALANA = Multi Racial, African-, Latino-, Asian-, and Native American students.

has fluctuated, with six percent enrolled in 2011. The six-year graduation rate for the class year of 2008 was 81%, the four-year rate for the class of 2010, 77% (see Table 2-2). These trends suggest that the Illinois Wesleyan University student body is becoming more diverse, mirroring national trends, while remaining extremely academically capable, as evidenced by their academic profile and their relatively high four and six year graduation rates. However, some of the areas of concern, noted in the introduction to this section, deserve extended discussion.

Table 2-2: Graduation Rates

<i>Cohort</i>	1999	2000	2001	2002	2003	2004	2005	2006	2007
<i>Class Year</i>	2003	2004	2005	2006	2007	2008	2009	2010	2011
Original Cohort	553	538	567	566	578	549	565	552	538
Adjusted Cohort	553	538	565	565	578	549	565	552	538
4-yr. Grad. Rate	77%	76%	79%	77%	80%	77%	77%	78%	72%
5-yr. Grad. Rate	82%	80%	82%	82%	86%	81%	82%	82%	
6-yr. Grad. Rate	82%	80%	82%	83%	86%	81%	83%		

Table 2-3: Financial Aid

<i>Fiscal Year</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
University Aid	15,471,753	17,161,506	18,505,722	20,334,021	21,753,094
University Budget	63,526,983	64,067,265	67,214,721	70,815,203	73,949,546
Aid as a % of Budget	24%	27%	28%	29%	29%
Overall Discount Rate	37%	35%	35%	36%	37%
Parent AGI Mean					
Aid Applicants	405	408	430	429	444
Aid Applicants with Need	335	314	329	337	339
Applicants with Need %	83%	77%	77%	79%	76%
<i>Fiscal Year</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
University Aid	22,845,580	25,293,699	26,477,773	28,115,896	30,021,915
University Budget	76,662,145	82,644,519	84,737,357	84,618,124	87,199,220
Aid as a % of Budget	30%	31%	31%	33%	34%
Overall Discount Rate	36%	38%	39%	40%	
Parent AGI Mean	99,250	102,871	117,068	106,771	105,568
Aid Applicants	412	421	417	502	430
Aid Applicants with Need	305	360	347	417	360
Applicants with Need %	74%	86%	83%	83%	84%

Perhaps the biggest source of concern involves the allocation of student financial aid. Financial aid constituted 33% of University expenditures in 2010-2011 and was budgeted to constitute 34% of those expenditures in 2011-2012 (see Table 2-3). The overall discount rate was 39% of the comprehensive fee charged to students (2010). The family profile of students who desire to attend the University is changing, as families interested in sending their students to Illinois Wesleyan are having an increasingly difficult time of securing the finances that would allow their students to successfully enroll and graduate. As the mean family income of those interested in sending their students to IWU is declining (from \$117,068 in 2010 to \$105,568 in 2012), traditional avenues for securing funds in support of private education financing, such as obtaining a second mortgage on one's home or borrowing from other sources, are no longer viable options given continuing pressures affecting the national economy. In order to maintain comparable affordability, the University has carefully tried to limit its tuition and fee yearly increases. In that vein, the University's comprehensive fee is ranked 54th out of the top 60 liberal arts institutions as identified in the U.S. News and World Report annual rankings.²



² www.iwu.edu/president/Strategic/report78.html

A long-term concern about the growing degree of student indebtedness upon graduation from the University is also present and is reflective of national attention to this issue. Our students currently graduate with an average indebtedness of \$31,904, an increase of \$10,110 since 2006. Our Admissions and Student Affairs offices report that an important reason prospective students fail to enroll at Illinois Wesleyan University involves the financial aid package they receive, while a primary reason why students transfer after enrolling at IWU again concerns the financial costs of continuing to attend the institution. It should be noted that the University gives merit aid to selected students regardless of their financial need. This policy mirrors that of many peer institutions and is made necessary by the intense competition for highly qualified students. Certainly, the University faces uncomfortable choices when implementing a policy that offers financial assistance to students whose families might not need it on the basis of their academic merit, while students who do not have the financial resources to fully meet the costs of attending the University even after assistance is offered are knowingly admitted. However, while the policy needs to be continuously monitored and further scrutinized, there are no viable alternatives that have been proposed to date.

A strength and a challenge to student recruitment can be tied to the large percentage of students whose families reside within the state of Illinois. The University has traditionally profited from close relationships its admissions staff has cultivated with guidance counselors throughout the Chicago area and its surrounding suburbs. The “Chicago market” is one of the most important and vibrant areas for student recruitment in the United States. The Admissions Office not only understands the complexity of that market, but its members have historically been successful in recruiting capable students from many of its best high schools. The challenge is one of diversifying recruitment strategies while maintaining traditionally beneficial relationships with known high school counselors. As more competitors from undergraduate institutions outside of the region seek to take advantage of the “Chicago market,” the imperative to expand recruitment efforts outside of the state and the region increases.

To be sure, the IWU Admissions staff has had success in recruiting outside of the state, with significant resources having been focused upon the Dallas/Fort Worth, Austin, Denver, Kansas City, Phoenix/Scottsdale, Los Angeles, San Francisco, Portland/Seattle, and Virginia markets. In addition, ties with counselors in the Minneapolis/St. Paul area have become particularly strong over the past decade. These efforts have seen dividends, particularly with regard to the recruitment of students from more diverse backgrounds, especially in the Los Angeles area. However, as previously noted, the total number of students recruited from within the state of Illinois has remained fairly constant over the past decade and the efforts to recruit a more national student body have not assisted in lessening the overall percentage of budgetary allocation devoted to student financial aid.

The challenge to enroll and retain a student body whose size allows the University to function effectively while offering a quality private undergraduate education that is affordable is compelling. It is complemented by the need to attract students who are both academically capable and increasingly representative of diversity in all of its forms. Over the past decade, enrollment numbers involving the first-year class have fluctuated, sometimes significantly, in alternate years even though the number of transfer students admitted to the University has increased. It is clear that preparing a budget based upon revenues that are largely tuition-driven can limit the degree of freedom to pursue long-term planning strategies, particularly when the external factors governing national economic health are subject to vacillation. Illinois Wesleyan's story is one of having experienced reasonable success with regard to achieving enrollment and retention targets. The long-term challenges that all national liberal arts higher education institutions are being forced to confront with specific regard to affordability and its relationship to recruitment and enrollment management, as well as maintaining and increasing diversity among the student body, are ones that Illinois Wesleyan University must also address. These challenges will therefore directly affect IWU's planning process in the near as well as long-term future. The importance of generating and relying upon other forms of revenue to enhance budgetary priorities, noted in the introduction to this section, has been repeatedly acknowledged throughout the past decade and is clearly expressed within the Strategic Plan as well as in its 2003 *Growth and Challenge* self-study and the Higher Learning Commission external team report based upon its 2003 visit. It is therefore appropriate that we briefly turn to the role of the endowment as well as other external sources of funding within the budget planning process to further discuss the ways that influence the construction and implementation of the University budgeting process.

Endowment Management, the Annual Fund, and Gift Giving

In the introduction of this criterion, mention was made of the sharp decline in the value of the University endowment in 2002-2003. The IWU Fact Book³ traces the market value of the endowment from 2003 through 2010. It shows an increase in endowment from about \$138 million to \$161 million. However, this increase in value between 2003 and 2010 has not been steady. For example, corresponding to the U.S. stock market downturn, substantial declines in the endowment are recorded for fiscal years 2008 and 2009.



The University incurred investment losses in excess of \$31 million during this time period and these losses not only erased much of the investment gain realized during 2006 and 2007, but have had an effect on subsequent operating budgets, since budgeting is now based on a formula that involves a four-year rolling average of endowment value. Previously IWU calculated the endowment draw based on 5.25% of the July 31st average endowment market value of the previous three

3 www.iwu.edu/instres/factbook/fact10b/end_1011b.pdf

years. This formula was changed in 2007 to 5.25% of the December 31st average endowment market value of the previous four years. This change has allowed for better planning because the value of the endowment draw is now known well in advance of the beginning of the University's fiscal year, which begins on August 1st. In any event, the variations in endowment growth and decline have significantly affected the budgeting process as the endowment draw consistently comprises approximately 11% of annual revenue.

Approximately four percent of the University's annual revenue comes from the Annual Fund and private gifts and grants. Maintaining and growing the Annual Fund has been a challenge as has expanding the percentage of alumni who donate to the University. That percentage, 19% in 2010, is comparatively low for an institution of this type and stature. It needs to be analyzed within the context of the progress the University has made in completing its *Transforming Lives* capital campaign. That initiative has not only benefited from the receipt of a number of important major gifts, but it is on track for meeting its \$125 million targeted goal. Indeed, balancing the efforts to attract major donors while also expanding the donor base can be difficult. Devoting due attention to both the acquisition of major gifts and Annual Fund contributions requires intricate strategic planning. Nonetheless, as is also noted in the discussion of Criterion 5, continuing to increase the amount of the Annual Fund and expanding the donor base are challenges that the institution needs to address. Given that tuition revenue, endowment, annual fund, and major gift giving comprise almost 99% of the revenues the University depends upon for its regular operations, they directly affect the parameters concerning the planning and budgeting process. Additional factors that influence the planning process involve the use of long-term planning documents such as the Master Plan and Strategic Plan.

The Master Plan and the Strategic Plan

Long-term planning for the physical development of campus is guided to a large extent by a Master Plan that was completed in 2002 and was the culmination of a process that was initiated by the President's Office in consultation with the Board of Trustees. This plan involved extensive work by architects from Shepley, Bulfinch, Richardson and Abbott, a Boston-based consulting firm. The full report of their findings, titled *Illinois Wesleyan University Campus Master Plan: a Vision for the Future*, can be found on the University website.⁴



The "Executive Summary" of the plan indicates that the planning process began in May 2001 and included over 25 interviews with campus groups. The consultants also conducted a significant evaluation of the campus environs with a focus on selected campus buildings and completed a rigorous evaluation of space and facility needs to determine how best to shape the physical structure of the University. Alternatives were discussed and the final plan that evolved from this process is

⁴ www.iwu.edu/institres/internal/2002MasterPlan.pdf

reported in the Master Plan. Over the past decade, the Master Plan has guided the physical development of the campus with many of the construction objectives either achieved or far along in the planning process. The plan has had significant influence on strategic planning at IWU and in the determination of fundraising priorities in the current capital campaign. Objectives of the Master Plan are often the topic of discussions in strategic planning venues, including the Building Subcommittee of the Board of Trustees and the Cabinet. The administration also has a capital projects group that includes representation from administrators representing diverse constituencies (e.g., Student Affairs, Academic Affairs, IT and the Physical Plant).

The Strategic Plan,⁵ approved by the Board of Trustees in 2006, drives the planning and budgeting process. While every section of the plan has resource implications, Section VI focuses explicitly on financial resources. The main strategic financial goal stated in the plan is to “maximize Illinois Wesleyan’s financial base and focus the use of financial resources on supporting strategic goals. Within this section, there are six strategies identified in support of achieving this goal: increasing financial support; identifying benchmarks and measuring progress; managing tuition and financial aid; using existing resources strategically; conserving and preserving; and presenting financial information transparently. The creation of the current *Transforming Lives* capital campaign was influenced directly by the recommendation expressed within Strategy A of the Strategic Plan. In a similar vein, the creation of a Dean of Enrollment Management position, an Office of Institutional Research and Planning (OIRP) and the SPBC, can all be tied to the importance of the Strategic Plan in shaping those planning priorities enumerated in the document that these specific offices and structures are designed to address.

One specific example of the influence of the Strategic Plan upon University planning involves its admonition that the institution engage in practices that are “conserving and preserving,” or promote sustainability and conservation initiatives.⁶ A sampling of those initiatives includes the creation of important campus-wide organizations, the expansion of the Environmental Studies program, the development of an annual Illinois Sustainable Living and Wellness Expo, the promotion of LEED-certified building construction, as well as the Presidential signing of the Talloires Declaration. These examples speak to the ways in which the Strategic Plan shapes campus planning in this particular area and exemplify its generic importance to the larger planning process throughout the University. They are further discussed in an analysis of Criteria 2d, 3, and 5. At this point, we find it useful to offer a number of other examples that speak to the effectiveness of the planning and budgeting process at Illinois Wesleyan. Two of the illustrations represent positive outcomes while the others are illustrative of issues that represent challenges deserving of continued attention.

⁵ www.iwu.edu/president/Strategic

⁶ www.iwu.edu/aboutiwu/initiatives/sustainability.shtml



Addressing Diversity

The Diversity Goal, a key component of the Strategic Plan, directs the University to “Increase and sustain diversity among students, faculty, staff, administrators, and trustees; with a special focus on attaining ‘critical masses’ from underrepresented racial and ethnic groups, create a welcoming, inclusive, multicultural campus where all community members appreciate and respect the diversity of the nation and the world.” Three of its five specific strategies include: “developing a campus-wide commitment to diversity as an institutional priority, recruiting and retaining a diverse student body, and developing and sustaining a welcoming campus climate.” In support of the diversity goal, the UCD was created in late 2009 to coordinate and promote relevant campus wide initiatives. Two sets of programs, independently developed in separate University units, have been effective in promoting these strategies.

For example, the Admissions Office has sponsored a number of programs targeting prospective students from diverse backgrounds. In the spring of 2010, it held its first *iTu Universidad!* (Your University) program for prospective students and their parents. Sessions regarding the admission and financial aid process were offered both in English and Spanish. The Admissions Office has also conducted “Multicultural Weekends” for prospective students, and, over the past decade, has created new summer programs to educate prospective high school students and to engage them in considering the educational opportunities available at IWU. One notable example is the *CollegeQuest* program, where Illinois Wesleyan extended an offer to work with qualified rising juniors and seniors from the Chicago Public School system. Qualified students from CPS spend four days on campus, and are offered the opportunity to attend sessions on topics such as the college admission and application process, essay writing, how to select a college, financial aid and college affordability, diversity issues, faculty expectations for academic engagement and success as well as how to get involved in student activities. Illinois Wesleyan students act as hosts and provide insight about the challenges and opportunities to which they would be exposed through enrolling at the University.

A second program, designed by IWU faculty in the sociology and psychology departments, involves selecting new enrollees who express initial interest in the program. Students participate in a series of orientation sessions where they are

Photo, left: Illinois Wesleyan took part in International Education Week in November 2007, by honoring the 20th anniversary of the Kemp Hall/International House on campus. The mission of the hall states: “We at the international house strive to increase understanding between students of different nationalities and to broaden the perspectives of the entire Illinois Wesleyan campus with diverse cultural activities, educational programs, and open-minded attitudes.”

Photo, right: The 2010 IWU Hunger Banquet, held annually since 2003, is patterned after the original banquet conceived by the world charity organization Oxfam International. At the event students are divided into groups representing the socio-economic makeup of the world and then served appropriate dinners. Students in the “wealthy” group had fine table settings and rich food, while those representing the poor sat on the floor and ate rice and scraps of meat with their fingers.

encouraged to openly discuss issues of racism and white privilege among themselves and with students from diverse backgrounds who are already on campus. During the year, the faculty who have developed these sessions attempt to keep in touch with the cohort to examine the extent to which their attitudes toward race and diversity change as a result of their initial orientation experiences. It should be noted that these initiatives originated within separate units and represent independent planning from the bottom up in the service of an important goal. At the same time, as the faculty and representatives from the Admissions Office sit together on the UCD, a space has been created where they can effectively share their views of best practices to improve upon these complementary and mutually-beneficial programs. In so doing, this case represents a positive example where the University has experienced some success in strengthening the coordination component of the planning process at its higher levels.

Tenure-Line Criteria and Faculty Personnel Adjustments

The Council on University Programs and Policy (CUPP) offers advice to “the President and the Provost/Dean on matters brought to its attention by the President, the Provost/Dean, any member of the Council, or any member of the faculty. The Council shall consider and make recommendations to the President, the Provost/Dean, or the faculty on University physical plant, enrollment, development, strategic planning, or other matters of University operation as deemed appropriate” (Faculty Handbook II:5 January 2012).⁷ It serves as the most important faculty body involved in shared governance issues. As a result of a hiring freeze enacted in 2009-2010, CUPP saw the need to review the criteria for evaluating tenure-line proposals to the Provost. Until then, it was generally assumed that, except for unusual circumstances, departments would be given deference for tenure-line replacements. Because such guarantees could no longer be made, Council representatives recognized the need to construct an evaluation system where their recommendations to the Provost would have to be made on the basis of evidence demonstrating reliance on a position, programmatic need, and enrollment pressure. In addition, the nature of the Council’s recommendations to the Provost was systematized to include the following responses: approval, conditional approval, postponement, and denial. After being presented and discussed among the general faculty, these changes were accepted and have been adopted as policy.^{8,9} This case demonstrates how an important organizational body within the Academic Affairs unit reacted to changing circumstances in a positive way by reshaping policy recommendations that immediately affect future planning.

A second illustration also involves CUPP. During the 2010-2011 academic year, strong concern was voiced among the faculty about salary compression and inversion issues, as they affect faculty of different ranks and across disciplines.

⁷ www.iwu.edu/provost/faculty-handbook.pdf

⁸ digitalcommons.iwu.edu.proxy.iwu.edu/meet_0910/7

⁹ digitalcommons.iwu.edu.proxy.iwu.edu/meet_0910/6



Given the fact that the University includes a number of faculty who teach in pre-professional programs that are sensitive to market forces and co-exist with those who are housed within traditional liberal arts disciplines, the issue is one that directly affects this faculty with particular regard to hiring and speaks to concerns regarding salary equity, recruitment, and retention policies. The Interim Provost and the Chair of CUPP convened a task force to investigate these issues in response to formally-stated faculty concerns. During its deliberations, the task force met with the President and negotiated a policy statement that was crafted to address the salient issues. That statement was later approved by the faculty and shared with the Board of Trustees. It represented an effort to balance the needs of all parties without unduly limiting the opportunities to address individual cases with some degree of flexibility. By placing these issues within a larger context, the task force was also able to make recommendations involving the size of promotion increments, adjunct pay, and equity pay adjustment policies for all faculty and these recommendations met with general faculty approval.

These two cases demonstrate how representative bodies within units can respond to constituency concerns and work with administrators representing larger University interests to further policy reform that has implication for institutional planning. In both cases, the pressure for change comes from the bottom up and in both cases, the governance process has proven nimble enough to respond to such pressure.

Retiree Health Care

As previously noted, in response to an unsustainable accumulated post-retirement benefit obligation (APBO), the University eliminated its defined benefit retiree program and replaced it with two different programs (i.e., defined benefit dollar (\$500), and defined contribution (funded through Emeriti and notional accounts), which were specifically designed to accommodate current retirees and active employees based on age and years of service. In an attempt to address the growing unfunded liability, in 2005 the University redefined its retirement program. The previous requirement, a minimum of ten years of service, was changed to ten years of service and a minimum age of 55 years. Employees who wished to retire under the old guidelines were given an 18-month window in which to retire. This change proved to be ineffective since by fiscal year 2009 the APBO was calculated to be \$21.7 million and was projected to grow to \$50 million by 2029. (Post-Retirement Health Insurance Forum - rhp_012011.pdf) Issues involving the financing of retiree health care and addressing the growing unfunded mandates that the provision of retiree health care created first gained national prominence in the 1990s. IWU steering committee members responsible for the *Growth and Challenge* self-study were themselves more generally aware of the fact that health care provision, as an increasingly burdensome financial issue, would have to be confronted. It is thus a fair conclusion that IWU neglected to fully address the funding of retiree health care when it could have done so earlier, and where a revised retiree health care policy could have been phased in over time.

Nonetheless, by 2009, there was an imperative to act, given external economic pressures for a tightening of credit markets and a re-evaluation of non-profit institutions' credit worthiness on the part of bond agencies. Jack L. Ross, FCA Senior Vice President of AON Corporation, was retained as an employee benefits consultant to review the retiree health insurance plan that IWU offered, examining levels of IWU liability and expense, available options, the impact of the various options, and the steps that would have to be followed once a decision was made.¹⁰



In fulfilling this task, he met with members of the SPBC as well as the campus Health Care Advisory Committee (HCAC). A proposal, agreed upon by members of both committees, was then reviewed by the Board of Trustees Ad Hoc Committee on Retiree Health Care in April and was returned for revision. Board concerns focused upon the projected increase of the APBO over time, the disparate funding levels for different groups included in the proposal, and the continued growth in general health care operating costs.¹¹ Eventually, the retiree health care plan currently in place was adopted to the considerable consternation of many faculty and staff.



Although faculty and staff understood that the ultimate decision regarding this policy revision lay with the Board of Trustees, the way in which the SPBC and HCAC recommendations were rejected was troubling to many. The timing of the process, occurring so close to the end of the academic year, was not appreciated. It should be stressed that faculty and staff concern was not limited to those Committee members who felt that their views were ignored. For many, the issue involved implicit promises made by the institution when they were first hired, along with a lack of appreciation for their years of service to the University.

Retirement Benefits

As noted in the introduction to this section, in response to the immediate repercussions of the 2008-2009 economic recession, faculty and staff salaries were frozen for 2009-2010 and 2010-2011, with a 1% raise allocated for 2011-2012. Retirement compensation was drastically reduced by 50%, to be rebuilt over time as revenues permitted. At the same time, a hiring freeze was put in place for the 2009-2010 academic year and operating budgets throughout the University were cut by up to 2.0%. These measures were taken to address an immediate 3.415 million dollar deficit projected for 2010 and a 3.665 million dollar deficit projected for fiscal year 2011. (President's Budget Report to the Board of Trustees, Feb. 11, 2011. rfw_report_020910.pdf) For many faculty and staff, what was most troublesome about these decisions was not the rationale behind them, but the timing in which they occurred. The decision to reduce retiree benefits was perhaps the most unpleasant of these decisions. Revised budgetary decision-making was finalized only in November, after the fall semester commenced, in reaction to a lower than expected number of first-year enrollees along with other structural weaknesses made more

¹⁰ www.iwu.edu.proxy.iwu.edu/president/Strategic/report60.html

¹¹ www.iwu.edu.proxy.iwu.edu/president/Strategic/report64.html

compelling by the recession. As a result, faculty and staff were surprised when confronted with the difficult news, and while alternative strategies for addressing budget imbalances were considered and rejected, the necessity of reacting quickly to a large budget shortfall took its toll on faculty and staff morale as well and reduced confidence in the planning process. In situations such as these, planning seems to be reactive rather than proactive and options for alternative courses of action become increasingly limited as a result. Although few of those who reacted negatively to the decisions proposed viable alternatives that would have been embraced by a majority of the different University constituencies, the speed with which unpleasant decisions had to be made took a toll on the efficacy with which those decisions were communicated.

Institutional Planning at Illinois Wesleyan University: Strengths and Challenges

The vignettes described above demonstrate the strengths and challenges of institutional planning at the University. Planning processes are flexible enough to encourage initiatives that percolate from the bottom up, address University-wide goals, and have an inclusive positive impact upon the institution. In addition, there is a level of transparency in the decision-making process that speaks well of the progress the University has made in the decade since its previous HLC evaluation. To be sure, there are some faculty and staff who believe that although greater information is disseminated with regard to policy decisions than in previous years, decision-making is still less consultative than it could be. However few would disagree with the conclusion that more individuals are afforded the opportunity to at least regularly make their case as it involves institutional planning, even though their views may not be ultimately accepted, than has previously occurred. It should also be noted that the planning process at the institutional level has been professionalized in a manner that, in many respects, is worthy of emulation. The use of environmental scanning, external consultants, and the transparency with which data is shared through the OIRP increase the chances that decision-making is less arbitrary and quixotic, if only because the importance of gathering and analyzing data, as an intrinsic part of the planning process, is a value that is widely shared.

While the planning process is relatively transparent, it has not always occurred in a proactive manner, as illustrated by the latter two cases described above. When confronting especially difficult circumstances, the speed with which decisions have to be made takes a toll on effectively communicating the reasons for actions, not to mention the necessity of reconciling short-term decision-making with long-term goals and values. It is clear, though, that in spite of some difficult planning decisions that have been made over the past few years, Illinois Wesleyan has never compromised its shared values or its Mission. The challenge in the future is to continue to engage in a forthright discussion of long-term planning goals that establishes those priorities that give the University the best chance of enhancing its general institutional health, putting the IWU community in the best position possible to fulfill its Mission.

- 2b.** The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Table 2-4: Tuition Revenue as a Percentage of the Budget

<i>Fiscal Year</i>	2003	2004	2005	2006	2007
Tuition Provided by:					
Students	27,016,884	28,686,171	31,305,307	33,544,427	34,576,131
Government Aid	3,180,907	2,966,625	2,773,674	2,549,437	3,166,728
University Aid	15,471,753	17,161,506	18,505,722	20,334,021	21,753,094
Total Tuition Income	45,669,544	48,814,302	52,584,703	56,427,885	59,495,953
University Budget	63,526,983	64,067,265	67,214,721	70,815,203	73,949,546
Tuition as a % of Budget	72%	76%	78%	80%	80%
<i>Fiscal Year</i>	2008	2009	2010	2011	2012
Tuition Provided by:					
Students	37,036,393	38,338,654	38,019,650	39,491,136	39,797,249
Government Aid	3,149,112	3,342,881	3,795,129	3,800,000	4,200,000
University Aid	22,845,580	25,293,699	26,477,773	28,115,896	30,021,915
Total Tuition Income	63,031,085	66,975,234	68,292,552	71,407,032	74,019,164
University Budget	76,662,145	82,644,519	84,737,357	84,618,124	87,199,220
Tuition as a % of Budget	82%	81%	81%	84%	85%

Financial Resources

Securing and enhancing the financial resources necessary to support the University mission is a key component in the institution's strategic plan and is explicitly discussed as the sixth goal of that document. We have previously referred to a number of the strategies in support of the goal as they relate to the planning process, but they merit a revisiting to analyze the ways in which the financial resources available to the University are used in support of its mission. Tuition and fees have always been the single largest annual source of revenue for the University, ranging from \$45,669,544 or 72% to \$74,019,164, or 85% of the respective annual revenues generated during the 2003-2012 period (Table 2-4). As the overall tuition discount rate has increased from 35% in 2005 to 39% in 2011 (2010 Benchmark Report), the need to continue to effectively manage student enrollment, retention, and financial aid is clearly apparent and has been listed as an important strategy in support of goal six of the Strategic Plan. Recent efforts to enhance the revenue flow include implementation of a \$500 fee for students who choose to participate in a May Term course (elective three and a half week intensive courses offered in May). It should be expected that moderate increases in tuition will also continue to serve as an increased source of revenue. However, the University has resisted implementing robust tuition increases in deference to the affordability issues that parents must

confront. The fact that the University operates with a balanced budget and has been able to manage its finances prudently is in part due to a relatively stable revenue stream that, when viewed across the entire decade, has very much been influenced by tuition revenue.

The endowment represents another important source of institutional revenue, and its restructuring has received considerable attention since the last self-study. In 2002, the University hired an investment consultant, Hammond Associates, to evaluate endowment policies and suggest revisions in those policies. Since then a fruitful relationship has developed between the University and Hammond Associates. The result has been a conscious effort to diversify the portfolio to reduce risk. Significant changes in the University's portfolio allocations can be examined in Table 2-5.

These strategic changes have resulted in an overall favorable investment performance from the endowment and have reduced downside risk, a change that significantly sheltered the endowment from the worst effects of the equity market downturn in 2008-2009. As was previously noted, during that time period, the University incurred investment losses in excess of \$31 million erasing much of the investment gain realized during 2006 and 2007. However, as seen in the "IWU Financial Position" table listed in the IWU Fact Book,¹² the losses from investments were somewhat offset by a change in accounting principles. In addition, a large surge in private gifts and grants were recorded at this time from approximately \$7 million in 2008 to approximately \$23 million in 2009, mitigating the most negative consequences of the stock market downturn.

On January 31, 2003, the endowment value was \$127 million and as of September 30, 2010, it stood at \$169.4 million, representing \$81,060 per full-time equivalent student. A distinctive feature of our endowment is the large amount of farmland that has come to the University via gifts. These assets further diversify the portfolio and reduce risk. Although farmland lacks the liquidity of other assets in the portfolio, the value of this land is increasing because of steady increases in the demand for food in world markets and the demand for ethanol in domestic markets.¹³

As previously mentioned, policies regarding the draw from the endowment have also changed over the past decade. While extra funds were drawn from the endowment to cushion the effects of significant losses during the dot-com downturn, trustees have more recently stuck to a policy of taking no more than 5.25% from the endowment for operating expenses, based upon the four year rolling average of endowment value. Such conservatism has contributed to the

Table 2-5: Portfolio Allocations

<i>IWU Investment Type</i>	<i>1/31/03</i>	<i>1/31/11</i>
US Equities	58%	22%
Private Equity	3%	5%
Hedge Funds	0%	12%
International Equities	9%	18%
Real Estate (incl. Farmland)	14%	28%
Fixed Income	0%	9%
Cash/Internal Loans	16%	6%
Total	100%	100%



¹² www.iwu.edu/instres/factbook

¹³ www.iwu.edu/instres/factbook/fact10b/end_1011b.pdf

“Financial — because that solves the other issues. I believe IWU does a fantastic job getting as much out of what we have as possible. What we need is more. We need a larger endowment and more money in general. That would affect everything. This is not an easy problem to solve, but we could move to a whole new level as an institution if we had more money to allocate to our programs and people — faculty, staff, and students alike.”

(SSSC 2010 Staff Survey)

endowment’s overall positive growth during the past decade. A final important source of revenue involves the receipt of major gifts and other alumni contributions as constituted by the Annual Fund. Private gifts and grants were budgeted at \$3.3 million in 2010-2011 and have been budgeted at \$3.4 million for the 2011-2012 budget. Although the University has been the beneficiary of some exceedingly generous major gifts over the past decade, expanding the Annual Fund is an institutional priority. This expansion would allow regular access to its unrestricted funds can be assured is an institutional priority and should be viewed within the larger context

of the necessity of finding new sources of revenue to support programs and activities. As the Strategic Plan states,

If the University is to remain affordable for an increasingly diverse student body, and at the same time grow the quality of our programs and facilities, increased fundraising must be a high priority. Increased fundraising will help the University offer new and better programs, provide for needed staffing, and better maintain facilities. All of these activities would not be attainable without additional support from corporations, foundations, alumni, and friends. A capital campaign to strengthen the endowment, provide for the renewal of the physical plant, and support current and future operations would be an appropriate tactic in support of this strategy.

To this end, a major capital campaign is in progress, having already achieved a number of its goals. As the capital campaign increases the endowment, the endowment allocation to the operating budget will automatically increase, creating an important long-term impact on future revenue streams. To date, the *Transforming Lives* campaign has raised over \$91.5 million of its targeted goal of \$125 million.¹⁴ Because the campaign has emphasized the importance of addressing human resource needs, it is structured to include:

- \$30 million for students that will provide grants and scholarships for deserving students;
- \$20 million that will increase the number of endowed chairs and professorships;
- \$22 million that will create endowments for excellence by targeting key priorities like the Writing Program, a Student Leadership Fund, an Academic Advising Fund, an Instructional Excellence Fund, a Summer Research Fund, a Presidential Scholars Fund, a President’s Initiatives Fund, Globalization Initiatives, a Sustainability Fund and a Multicultural Fund.



¹⁴ www.iwu.edu/campaign/goals.shtml



(Approximately \$47 million of the \$72 million dollar goal for these three areas has been raised as of June 2011.)

- \$26 million in annual giving to provide student financial aid, and support a range of academic and co-curricular program needs. (\$32 million has been raised as of June, 2011)
- \$27 million to create three major campus facilities, the Center for Instruction, a theatre complex, and apartment style housing for juniors and seniors. (10 million has been raised in support of new facilities as of June, 2011.)

The campaign is noteworthy for its recognition of the importance of strengthening not only physical, but also human resources, with 78% of the \$125 million goal targeted to go to the University endowment. The relationship between these two domains is of course symbiotic, as the maintenance, enhancement, and expansion of available physical resources is crucial to creating an environment supportive of the University's broader mission.

Physical Resources

Any discussion of the University's physical resources must begin with an appreciation for the foresight with which the institution's *Master Plan* was developed. Over the past decade, it has served as a roadmap for future planning, providing powerful benchmarks that have allowed us to measure progress in improving the physical presence of the campus through creating spaces conducive to teaching, learning, and those co-curricular activities that form an essential part of the

Photos: Illinois Wesleyan University announced its \$125 million Transforming Lives campaign with gala celebrations on campus and in Chicago on May 13 and 14, 2008.

undergraduate experience.¹⁵



A second consideration that should be taken into account is that new building construction and major renovation usually occurs after full funding has been secured through the acquisition of major gifts. Maintenance and minor renovations are funded through regular budgeting processes. The University has strictly adhered to this strategy given the degree of bond indebtedness incurred through the construction or renovation of previous facilities such as The Ames Library, the Hansen Student Center, and the Center for Natural Sciences. A brief description of the major building recommendations offered within the *Master Plan* and our progress in meeting those recommendations is listed below.



Photo, left: *The Methodist Conference Center is prepared for demolition in June 2006; on the site in October 2008, The Minor Myers, jr. Welcome Center, which houses the Admissions Office and the Hart Career Center, was dedicated.*

1) Methodist Conference Center: *The 2002 Master Plan urged conversion of the Conference Center to a multi-use welcome center for a number of University units that work with external constituencies. It was envisioned that the old building would receive major renovations.*

Update: Through strategic planning and fundraising, it became possible to move beyond the renovation proposal of the 2002 *Master Plan* to the construction of an entirely new building. This funding, which was completed prior to the launch of the current campaign, allowed for the demolition of the Conference Center building and the construction of the Minor Myers jr. Welcome Center that now houses the Admissions Office and the Hart Career Center. The construction of this building was totally funded by gifts that spared the University additional debt burden. The building was awarded the Silver certification as a Leadership in Energy and Environmental Design (LEED) Green Building¹⁶ and is ADA compliant.



¹⁵ www.iwu.edu/instres/internal/2002MasterPlan.pdf

¹⁶ www.iwu.edu/CurrentNews/newsreleases09/fea_LEEDSilver_00809.shtml

2) Bookstore: *“The Master Plan recommends removal of the old Bookstore, with landscape improvements in its place to enhance views out from the faculty dining room and cabana.”*

Update: This goal has been partially realized. The bookstore is now an integral part of the Hansen Student Center. Although textbooks are somewhat isolated in the basement, the main level of the bookstore is easily accessible to both students and visitors to the University and the atmosphere is much more conducive to browsing and purchasing University-related items and trade books. This change has fostered a greater sense of community on the campus, while the old bookstore has been converted to shipping and receiving space used by the Information Technology staff.

3) Shaw Hall: *The 2002 Master Plan recommended that “Shaw Hall should ultimately be removed following completion of a new classroom building. In the meantime, appropriate repairs should be undertaken to keep the building credibly habitable. Extensive renovation and modifications such as installation of an elevator, window replacement or replacement of mechanical systems are not recommended for this building.”*



Update: Only a few upgrades have been made to classrooms in Shaw Hall since the 2002 *Master Plan*. These have generally been in the IT area with installation of more computer stations and overhead projectors. The classrooms are extremely inflexible and have poor climate control. The building is also not ADA-accessible. Still, the building remains a major classroom building on campus. The construction of the “New North” classroom building on the site of the Sheean Library, that is now in its beginning stages, will move much of the classroom activity that is now in Shaw to a facility that will be ADA-accessible, sustainable and more suited to providing the type of space that fosters community. New North will also significantly increase the amount of square footage of classroom space. The 2002 *Master Plan* had concluded that Illinois Wesleyan University’s average square footage per classroom seat is about 20% smaller than that at a group of liberal arts colleges that were then identified as peer institutions. With the completion of the New North classroom building, that deficiency will be redressed.

4) Holmes Hall: *“Holmes Hall should remain a viable administrative office facility for at least the next five years and appropriate repairs and upgrades should be undertaken to keep the building functional for this period of time. However, the University should not undertake any comprehensive upgrade or renewal of building systems.”*

Update: Since 2002 the University has provided basic maintenance to Holmes Hall and has remodeled some office space to accommodate expansion of advancement and student affairs activities. The building continues to be energy inefficient and is not accessible according to ADA standards. However, there has been an installation of an auto entry door to allow handicap access to the first floor of the building.



5) McPherson Theatre: *The 2002 Master Plan indicated that “following the completion of a new Theatre Arts building, McPherson should be removed. Major capital replacements or upgrades should not be undertaken on this building.”*

Update: This goal has not been realized and remains a significant problem because McPherson Theatre is not handicap accessible, has poor sight lines to the stage, and only seats about 300 people. Also, various theatre functions are scattered around campus. A better facility would serve the needs of theatre students and at the same time create a cultural amenity that would help develop a greater sense of community on campus and also benefit the broader Bloomington/Normal Community. Finding gift support for a new theater building is a priority of the ongoing capital campaign as successful completion of a new theater would not only allow for McPherson to eventually be removed, but would also improve the layout of the quad with an unimpeded line of sight from The Ames Library to the New North classroom building.

6) Transitional Housing

The 2002 *Master Plan* also recommended construction of transitional housing for upper division students who are likely to live off campus. The major purpose of this recommendation was to create a greater sense of community by offering upper division students the opportunity to live in University-owned apartment style housing on campus. These students would then have the opportunity to more actively engage in campus co-curricular and extra-curricular activities than would be the case if they resided in conventional

off-campus housing. Preliminary architectural planning for the construction of a complex exists. However, the implementation of this project will need to wait for adequate start up funding. Once constructed, the rental charges for these units will enable maintenance and renovations to these facilities to be financed without drawing on other parts of the University budget.

7) *Childcare*

Inadequate childcare facilities for faculty and staff have long been a concern of faculty and staff. While the 2002 *Master Plan* acknowledged the importance of this issue, its authors did not make specific recommendations. The issue was finally resolved by partnering with Advocate BroMenn Medical Center and Illinois State University to create a new childcare facility constructed on the corner of Main and Harris Streets. This facility, more fully described in the discussion of Criterion 5, is now in operation.

Other *Master Plan* recommendations addressed the tendency to disperse several units into former private residences on the periphery of campus and the advantage of relocating the units to new or renovated structures, thus offering to those units more centralized space in more visible campus locations. The need for constructing a parking garage near the Hansen Student Center was also noted, as such a facility would help accommodate special event needs. It is assumed that these would intensify with the nearby construction of a new theatre and a new parking facility would further improve town and gown ties, allowing University visitors to have convenient access to sporting and fine art events. To date, these proposals have not been pursued.

However, it is fair to conclude that as funding has become available, components of the *Master Plan* have been addressed and the University, in judiciously allocating its resources, has remained faithful to the logic and basic parameters of the Plan. In general, the *Transforming Lives* Campaign will result in significant improvements of the campus physical assets and will certainly move the University closer to achieving the vision set in the 2002 *Master Plan*. One priority is the construction of a new Theatre building that has been a long-term objective. However, it appears that the replacement of Holmes and Shaw Halls with a new mixed-use structure for the administration remains a more distant aspiration. Although its utility as a planning instrument cannot be overstated, there are other building projects that the University has pursued since 2003 that are in and of themselves noteworthy, but have not been directly associated with the *Master Plan*.

For example, major renovations have been made to the Memorial Center over the past several years that merit attention for they represent important improvements to a structure that had become somewhat dated. The negotiations of a new contract with the Sodexo food service in 2006 resulted in a commitment by Sodexo to make significant improvements to the second floor of the building, especially to the Young Main Lounge and a gathering space known as the Turfler Room. These

improvements created a much better atmosphere where University and public events could be held. A second major renovation came with a million dollar gift to construct the Joslin Atrium addition to the Memorial Student Center. This new construction created a well-utilized social space adjacent to the Main Lounge and serves as attractive entry to the Memorial Center from the Quad.

There have also been a number of improvements to the safety and accessibility infrastructure on campus since the last University self study. A major project at Stevenson Hall added an elevator to improve safety and accessibility, while a key card entrance system was created for the building, enhancing safety for students working in the Nursing Interventions Laboratory on its first floor. From a campus-wide perspective, exterior lighting has been improved and sprinkler and security systems have been installed in many residence halls. Aesthetically, the entrance to the School of Art is being improved with the addition of a new glass stairwell and atrium currently under construction and major cosmetic improvements have also been completed for Presser Hall, the structure that houses the School of Music.

This type of work encompasses the general commitment to maintain and update existing physical structures in a timely manner and is, of course, never ending. The budget difficulties brought on by the recession have made it increasingly challenging to maintain existing facilities and some desirable maintenance and renewal projects have been deferred. A reasonable goal is to use at least four percent of the budget for capital renewal. While the University has fallen somewhat behind this figure in recent years, one of its challenges is to work toward allocating a larger amount of the budget toward capital renewal. Even though some deferred maintenance is part of the shared burden of restoring the financial health of the University, its long-term interests are best served by allocating a larger portion of the budget to capital renewal.

In reviewing the physical resources that the University depends upon, it is clear that the campus community can point to significant achievements as well as important challenges that it needs to confront to continue to deliver the quality education it is committed to provide. But it is also clear that the commitment to sustainability and the conservation of resources, along with an acknowledgement that the implementation of a “depreciation program which accounts for the useful life of its physical assets,” (Strategic Plan, Goal Six, Strategy E), are obligations it takes seriously and they are addressed whenever possible. On the one hand, the grounds and many of the campus facilities are quite beautiful and certainly are aesthetically appealing. On the other hand, the list of building and maintenance projects that need future attention is significant. However, a failure to attend to these needs is not attributable to lack of institutional care or concern, but is more accurately reflective of the limited financial resources that have been available to complete such projects. This pattern is also present when one specifically examines University policies and practices with reference to the acquisition, maintenance, and expansion of technology resources in support of its broader institutional mission.

Technology

At the time of the 2003 accreditation review, Illinois Wesleyan had made a conscious effort to embrace the use of technology, both through its acquisition of needed equipment, and its distribution of computing devices throughout the campus, including the wiring of classrooms, dormitories, and faculty offices. In recent years though, the University has not been able to build upon this strength. As was earlier mentioned, noted consultant Gene Spencer conducted an extensive external review of campus Information Technology programs and resources in September 2008. His major conclusion was that technology was strongly recognized as an important and necessary institutional resource. Many departments were looking to information technology as a means of ameliorating pressures resulting from expanding workloads and shrinking staff, faculty were increasingly looking toward technology as a way of enhancing their instructional alternatives, and students had come to rely upon IT services for educational and social pursuits. However, *“the IT organization at IWU is constrained by the budget and resources available to it.”* (Spencer Report).

The aging campus infrastructure and limited bandwidth present fundamental challenges to the University in its efforts to keep abreast of technological change. A four-year replacement project, budgeted at \$250,000 a year beginning in 2008 to replace dated electronics, has had to be cut back because of budgetary pressures. The lack of a fully robust and functional wireless network throughout the campus may not only become an increasingly difficult recruiting problem, as students are increasingly attracted to mobile computing possibilities, but deficiencies in this area will also affect instructional and technological innovations that take advantage of mobile computing inside and outside of the classroom. In addition, the limited internet bandwidth, although doubled from 45 to 90 megabytes after the Spencer visit, continues to present problems, affecting the ability of faculty to access resources while teaching, and opportunities for students who wish to use the internet for educational and social purposes. *Educause* Core Data Survey information from 2009 ranks Illinois Wesleyan among the bottom three schools within its peer/aspirant group for percentage of wired residence halls. Using the same survey data, the University was ranked 9th out of the 12 schools within its peer/aspirant group with regard to bandwidth per student and centralized IT funding at \$2,169,775. When examining funding per student FTE, IWU ranked last at \$1,024.93 (Gene Spencer IT Report – IT_Spencer_Consulting_Report_2008.pdf). The danger, of course, is to confront these considerable challenges in a piecemeal fashion. Yet, given the modest resources available for information technology at the University, Spencer notes that “the quality of IT services and infrastructure appears to be commensurate with current resource levels.” In spite of these very real deficiencies that correspond to resource constraints, progress has been made in a number of areas. Examples include the implementation of a new content management system, the relocation of the Instructional Technologist

“We need more reliable infrastructure, but we also need people to maintain it and support the less tech-savvy of us.”

(SSSC 2010 Faculty Survey)



Above: Student workers staff the Information Technology help desk. These workers receive training and are supervised by the Information Technology Services Coordinator. The Office of Information Technology Services also makes available a web-based help request system, in which support requests are logged into a database and serviced by students and ITS staff.

and Technology Trainer to a more favorable location, and the creation of a modest fund, allowing staff from Information Technology Services and the Thorpe Digital Center (situated within The Ames Library) to purchase new technologies in support of teaching and learning for faculty experimentation.

Although the pattern that has been outlined with regard to the securing and use of physical resources on the campus is similar to that described with reference to technology resources, there are a few notable differences. Over the past decade, while campus physical resources have slowly been maintained and in some areas improved, albeit not at a preferable speed, the University has regressed with regard to its acquisition and maintenance of technology resources. Given the speed with which technological advances occur, this is not entirely surprising. When confronted with budgetary pressures that require shared campus sacrifice (including the 1.5-2% reduction in the overall operating budget, first enacted in 2009-10, which has now been absorbed as a permanent cut), it is difficult to set aside significant funding for future projects when the dangers to an infrastructure that threaten its operation are viewed as neither imminent nor immediate. The challenges of securing adequate technology resources and budgeting for their maintenance are influenced by the need to quickly adopt to the rapidity with which technological innovation is occurring, while exercising the foresight to invest in resources that will positively affect University outcomes for a significant duration. For example, few would have predicted in the mid- to late-1990s that mobility would have such an effect upon technology usage made possible through the improvement of Wi-Fi technology. Nor was the power and potential of social media understood then. Today as we look for ways of developing our technology resources, the task is one of not only securing the funding necessary to improve the current infrastructure and bandwidth capability, but to invest wisely in projects that will demonstrate benefit to the University over the long term.



Human Resources: The Faculty

One of Illinois Wesleyan's greatest strengths is the quality of its faculty. Dedicated to the teaching of undergraduates, members of the IWU faculty come from varied backgrounds and bring an eclectic set of pedagogical and scholarly gifts to the institution. Except in extraordinary circumstances, all tenure-line faculty hiring occurs through a national search, to "produce a strong, diverse, faculty." (Faculty Handbook IV:9¹⁷), consistent with the institution's mission. There is a clear expectation at the time of hire hiring, that candidates will hold a doctorate or equivalent terminal degree, or will have made substantial progress in the pursuit of the relevant degree (Faculty Handbook IV:5-6). The number of full time instructional faculty has remained constant at 161 for five out of the past six years. In the fall of 2010, the University additionally employed 71 part time faculty for a total FTE of 184 faculty serving 2090 students.

As of 2010, 108 faculty (67%) were tenured, 34 (21%) were tenure-track, and 19 (12%) were non-tenure-track. These numbers and percentages have fluctuated over time to a minor degree, although the non-tenure track percentage (12%) was only as high once (in 2008) over the past five years. Similar degrees of stability over time can be found in the 2010 percentage of faculty holding a doctorate or terminal degree (91%), non-terminal masters degree (9%), or bachelors (0.6%), as the highest degree earned. It is significant that a large portion of the faculty is tenured and an overwhelming percentage of the faculty hold the doctorate or appropriate terminal degree. The actual number of new tenure-line faculty hires has varied, from 13 in 2008-2009, to one in 2009-2010, to six in 2010-2011. Having had the opportunity to hire a large number of tenure line faculty in 2008-2009 has had a positive effect upon the University. The creation of such a large cohort has encouraged a degree of cohesiveness among the group, and the achievements of many members of this

Above: Professor of Biology Given Harper leads a discussion with students on a walk in 2004 through Bloomington's Ewing Park. "I consider getting out into nature to be part of the educational process," Harper says, which is something he does routinely with students and the community-at-large.

17 www.iwu.edu/provost/faculty-handbook.pdf

group are already quite apparent to a majority of the entire faculty. The fact that faculty positions have not been cut in the aftermath of the 2008 recession is also noteworthy, as it has had a salutary effect upon maintaining existing instructional programs while holding general faculty/student ratios constant.

With regard to the composition of the faculty, a 60-40% split between male and female faculty has held constant for the past four years. In 2010, 9 or 6% of the faculty were reported to be non-resident alien, 29 or 12% were reported to be MALANA, and 129 or 80% were reported to be White. With regard to issues of diversity within faculty ranks, the 60:40 ratio of male to female faculty members almost mirrors in reverse the gendered composition of the student body. It is noteworthy that institutions such as IWU typically have difficulty attracting MALANA faculty and IWU hiring and retention patterns seem to differ little from the norm. However, a significant percentage of international (non-resident alien) faculty adds to diversity in important ways, certainly complementing efforts to globalize the campus. Nonetheless, IWU faces a significant challenge in adding diversity to the faculty ranks, through recruitment and retention efforts, in future years.

Endowed Professorships

Illinois Wesleyan University has fourteen endowed professorships and chairs, nine of which are currently occupied. The number of unoccupied professorships and chairs is in part due to the fact that the University has always viewed it as preferable to fill an endowed Chair from within the ranks of the existing faculty. When circumstances occur that preclude such an appointment from occurring and if it is viewed as desirable to bring in an outside senior hire, then the same review process for evaluating internal candidates is also employed. That review process involves the solicitation of nominees for an open endowed position on the part of the President and the subsequent convening of a Committee on the Selection of Endowed Chairs by the Provost. Committee members include one current holder of an Endowed chair, two members of the Promotion and Tenure Committee, two members of the Faculty Development Committee, the Provost and the Associate Dean of the Faculty, both of whom serve on an ex officio basis. Committee recommendations are then forwarded to the President, who makes the final decision in consultation with the Provost (see Selection of Candidates for Endowed Professorships and Chairs). The Tucci professorship, filled in 2010, is the newest professorship to be created. It is an institutional goal to double the number of endowed faculty positions and this effort has become a prominent part of the *Transforming Lives* campaign. The criteria that have been created to evaluate candidates for endowed professorship and chair positions strongly reflect institutional values that acknowledge the importance of outstanding teaching, scholarship and service as they include:

Mastery of teaching at all levels, from introductory to advanced-level courses, and a sustained record of active engagement of students in the cutting edge issues of the discipline by involving students in scholarship

and/or artistic activity. The successful candidate should be widely recognized as a role model for teaching on this campus.

A record of outstanding scholarship and/or artistic achievement throughout his/her career. In the case for scholarship, evidence for this shall consist of publication in the foremost journals, grants received, peer-reviewed presentations at meetings, editorial service for journals or books, leadership positions held in national or international organizations of the professor's discipline, and prizes and awards received in recognition of scholarship. In the case for artistic achievement, evidence for this shall consist of performance or exhibition in national or international venues, critical acclaim by external reviewers of artistic performance or exhibition, leadership positions held in national or international organizations of the professor's discipline, and prizes or other honors received in recognition of artistic achievement.

Service at the very highest levels of the University, as exemplified by election to major faculty committees and to leadership positions on those committees; appointment by the President and Provost to major appointive committees and significant meritorious service on those committees; unusual meritorious service to the University in any capacity. (Faculty Handbook IV.D)

Recent occupants of endowed chairs and professorships have used their position to actively assume leadership positions on the campus. They have supported departmental and University colleagues by organizing conferences, speakers, and research activities that transcend personal benefit. The Endowed chairs and professorships initiative has thus become an important venue for recognizing excellence among those who have made sustained professional contributions to the campus community.

Instructional Expenditures, Information Technology, Library, and Staff Support

In fiscal year 2009, IWU's instruction and library expenditures equaled \$29,623,020 or 36% of all general expenditures (see Table 2-6 on the following page). In fiscal year 2010, budget allocations included a \$28,204,716 total, or a 4.8% decrease from the previous year as revenues available for University operations decreased by 1.5%. It should be parenthetically noted that budgets for student services, external relations and admissions, and plant operations and maintenance were decreased by larger percentages (2%) than that which occurred to the instructional and library budget in 2010. So, although there was an institutional effort at shared sacrifice when cuts were made, given the prominence of instruction and library expenditure within overall institutional budgeting, the cuts that occurred were significant. When budget cuts were made, relevant governance bodies including SPBC and

Table 2-6: Instruction and Library Expenditures

<i>Fiscal Year</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Instruction & Library	22,672,661	23,865,607	24,837,246	25,601,120	26,717,163
University Budget	63,526,983	64,067,265	67,214,721	70,815,203	73,949,546
Instruction as a % of Budget	36%	37%	37%	36%	36%
Percentage Change		5.3%	4.1%	3.1%	4.4%
<i>Fiscal Year</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
Instruction & Library	28,361,452	29,623,020	28,204,716	29,531,671	30,023,575
University Budget	76,662,145	82,644,519	84,737,357	84,618,124	87,199,220
Instruction as a % of Budget	37%	36%	33%	35%	34%
Percentage Change	6.2%	4.4%	-4.8%	4.7%	1.7%

“Lack of Resources — Constrained funds and resources make it difficult to effectively support a diverse array of majors.”

(SSSC 2010 Student Survey)

CUPP were informed of the budget pressures dictating these cuts; they discussed alternative courses of action, and participated in the decision-making process that resulted in these actions.

It should be also be noted, however, that instruction and library expenditures have increased over fiscal years 2011 and 2012 and have now eclipsed \$30 million. At the same time, class size ratios remain generally favorable. 65% of all class sections include 20 or fewer students, 21% include 9 or fewer students, and 26% include 20-29 students. The 11:1 student/faculty ratio places us eighth amongst our peer/aspirant group institutions, but above schools such as St. Olaf, Knox, Augustana, and the College of Wooster, and tied with Macalester College.

All tenure-line faculty and almost all visiting faculty, upon coming to the University, can expect to have their own office, equipped with computer, internet, printer, and telephone access. Start-up funds for new faculty with specific research needs are subject to negotiation with the Provost during the hiring process. All faculty have access to the Moodle course management software system. Generally, there is a four-year replacement cycle for faculty computers, although faculty are encouraged to extend the life of their computer by upgrading memory and peripherals when possible.¹⁸ IT support includes office set up, repair of office equipment, and the installation of software programs where appropriate. At the same time, faculty and staff are able to bring their personal computers to the IT office where they are serviced and repaired at no cost.



Teaching faculty receive considerable library support. Such support includes an efficient interlibrary loan system and direct access and borrowing privileges to most of Illinois' university libraries including the University of Illinois and Illinois State University. IWU participates in the Digital Commons program where syllabi, vita, reprints of publications, and other professional activities are not only archived, but are made accessible on the internet. The library's Thorpe Center has become a place where IT and library staff help faculty negotiate the uses of newer technologies in

18 www.iwu.edu/its/instructional-support/Computer%20Upgrade%20and%20Replacement.html

their classrooms. Library faculty have worked closely with instructional faculty to address ways in which students can best develop and enhance their information literacy skills.

The amount of direct staff support offered to departments varies according to departmental size and the various responsibilities its members are required to fulfill. Staff support is often supplemented by the use of work-study students. However, as noted in a 2008 Strategic Curricular Planning Task Force report, faculty in many departments believe that institutional limitations regarding an increase in staff hiring have had deleterious effects upon their ability to deliver their curricula in an adequate fashion. It seems fair to conclude that, from an institutional perspective, strong efforts have been made to preserve the number and quality of the faculty, in spite of significant economic pressures. Recent efforts to fill and augment the number of existing endowed professorships and chairs represent a positive trend. However, faculty voiced the view to the Strategic Curricular Planning Task Force that existing resources were being taxed and that it was difficult for them to provide quality educational experiences to their students within their disciplines because of existing financial constraints. Such sentiments were reiterated in a Fall 2010 Self Study Steering Committee (SSSC) survey of faculty with a response rate of approximately 25%.

It is clear that in some fundamental ways, the University is succeeding in spite of those financial pressures common to higher education institutions in the second decade of the 21st century. The student:faculty ratio remains quite favorable and there have not been draconian cuts to regular instructional expenditures over the past five years. However, because the amount of staff support in service to department units has been limited in numeric terms, and because departmental supply and expense budgets have remained flat, the possibilities for developing new curricular and pedagogical initiatives within the disciplines have been restricted, particularly as the cost of purchasing needed materials in areas including the fine arts and the sciences has increased.

Faculty Development

In spite of the resource limitations that have been noted, Illinois Wesleyan University has continued to provide a wide range of faculty development opportunities that are designed to support faculty work in all of its various dimensions. Although restrictions have been placed on some programs, many faculty development opportunities have been preserved, others have been enhanced, and some new initiatives have been developed in the aftermath of the 2008 recession. However, as is true of many aspects of University life, it will be difficult to sustain current faculty development efforts in the future without increasing resource allocations in this area. A more complete discussion of faculty development opportunities is offered in the discussion of Criterion 3. Suffice it to mention here some of the basic programs that have been supported through the allocation of significant financial resources.

a. Faculty Travel

In 2009-2010, \$189,850 was allocated for faculty travel and professional development that contrasts with \$188,974.00 allocated in 2005-2006. Thus, the operating budgets for faculty travel basically remained the same during this last five-year period. Due to budgetary pressures, the 2010-2011 budget was reduced by \$15,000.00. While funding for regular travel was maintained, funding for extraordinary requests above regularly stated guidelines was eliminated. At present, specific allocations include a \$600.00 standard allotment to a tenure-line faculty member, a \$650.00 standard increase to a tenure-line faculty member for formal participation at a domestic conference, performance or exhibition, or attendance at a conference where she/he has a leadership role, and a \$1050.00 standard supplement for a tenure-line faculty member for formal participation at an international conference, performance or exhibition. These allocations are supplemented by a recommended \$200.00 per tenure-track faculty member allocation to each department. In sum, IWU tenure-line faculty could expect to receive up to \$800.00 for attending a conference, \$1450 for participating in a domestic conference, and \$1850.00 for participating in an international conference in 2010-2011. In 2004-2005, a tenure-line faculty member could have expected to receive \$50.00 less for formally participating at a domestic conference and \$200.00 less for participating at an international conference. The \$400.00 standard allotment for visiting faculty to attend a professional meeting, with a \$200.00 supplement for those who actively participate has held constant from 1999-2000 through 2010-2011. These figures place IWU within the average allocations offered to faculty in our peer-aspirant group of liberal arts colleges, in a study compiled by the Associate Dean of the Faculty office during the fall of 2009 and shared with the Faculty Development Committee (see Appendix E). However, faculty who wish to attend and participate in multiple conferences during the academic year have found it difficult to take advantage of those opportunities given funding constraints.

b. Internal Grants Programs

Illinois Wesleyan University has maintained a number of internal grant programs that seek to assist the faculty in their efforts to improve their teaching and further their scholarly activity. Artistic and Scholarly Development grants are designed to support “professionally significant artistic and scholarly activity.” Grant awards total \$3500.00 for an individual and \$5500.00 for a joint proposal from two or more faculty members. In addition to offering assistance for travel related to one’s project, the hiring of student workers, or the purchase of needed materials, individuals can receive stipends of up to \$2000.00 for their work. \$80,458 was funded for this program during the 2009-2010 academic year, with 23 faculty receiving grants; 83,378.00 was funded in 2010-2011 with 24 faculty receiving grants. However, the amount of available funding was permanently cut by \$30,000 for the 2010-2011 academic year and beyond.

Faculty can also apply for Curriculum Development grants and Instructional Development grants. A stipend or budgetary allocation of \$2,000 is available to individual faculty members who wish to significantly revise an existing course or create a new one; monies are allocated according to the number of faculty involved and number of courses revised or created when joint proposals are submitted by two or three faculty. In addition, individual faculty members can apply for a \$500.00 Instructional Development grant program where the enhancement of one's pedagogy is promoted. \$17,415.00 was funded for these programs in 2004-2005; \$32,686 was funded in 2009-2010, and \$28,500 was funded in 2010-2011. The total budget amount available for these programs was also permanently cut by \$15,000 in 2010-2011 and beyond.

It should be noted that the range of options for curricular development has been augmented in recent years through the receipt of a Mellon Foundation Writing grant and a U. S. Department of Education grant to promote curricular development in Asian Studies. Faculty members have been able to successfully apply for grant monies under similar terms to those that govern traditional curriculum development grants to strengthen offerings in these particular curricular areas. In 2009-2010, 18 faculty received regular Curriculum Development grants, eight faculty received U.S. Department of Education Asian Studies Curriculum Development grants, three faculty received writing intensive Curriculum Development grants, and five faculty received instructional development grants (2010-2011 FDC Handbook, pages 1-3).

c. Leave Programs

1) *Junior faculty leaves:* Tenure-line junior faculty at the rank of assistant professor in their second, third, or fourth years, are eligible to apply for a junior faculty leave, where they receive a semester leave at full pay and benefits. Leave applications are reviewed the Faculty Development Committee and are approved by the Provost and Board of Trustees. As only three junior faculty leaves are given each year, the program is extremely competitive. In 2010-2011, for example, nine applicants competed for the three slots that were allocated. It should be noted that in a significant change in policy, those who successfully apply for a junior faculty leave do not have to have their formal sabbatical leave program postponed but are eligible to apply to that program according to their regular timeline.

2) *Sabbatical leaves:* Faculty who complete six academic years of full-time service are eligible to apply for a regular sabbatical leave and each seventh year thereafter. Under the terms of this program, faculty receive a semester leave at full pay with benefits, or a complete academic year long leave at half-pay. From 2000-2001 through 2008-2009, faculty members who applied for their second or subsequent sabbatical leave were eligible to receive a $\frac{2}{3}$ rd pay supplement for a full year leave. However due to budgetary constraints, the $\frac{2}{3}$ rd supplement option was suspended for the

“Faculty need more time to pursue meaningful faculty development opportunities.”

(SSSC 2010 Faculty Survey)

2009-10 academic year and permanently eliminated in 2010-2011. Although the 2/3rds supplemental pay program was popular, the costs of hiring full-time visiting faculty as replacements for those taking their sabbatical leaves made continuation of the program cost prohibitive. Sabbatical leaves are viewed at Illinois Wesleyan as being primarily developmental by design. The Faculty Development Committee thus views its responsibility as one where it will work with faculty who apply to the program to ensure that their projects will assist in their professional growth and development and they are carefully reviewed accordingly. Procedures allow for a revise and resubmit process before a final determination of the worthiness of one's proposal is offered.

d. Senior Faculty Development Opportunities

1) *Senior Faculty Research Program*: Tenured faculty can apply to the Senior Faculty Research Program, where they propose a focused project that can be completed through the receipt of a single course release. In addition, \$600.00 is allotted for project expenses and/or a stipend. One senior faculty research program project was approved for 2009-2010 and one was approved for 2010-2011.

2) *Post-tenure Review*: The Post-tenure Faculty Review Program (PTR) is a mandatory, non-evaluative program created to assist faculty who have received tenure with their continued development as teachers, scholars, artists, or performers. Completion of the review results in each faculty receiving monetary or in-kind support of \$5000.00, through receipt of a course release, monetary stipend, and/or equipment purchases. Since the program's inception, 78 of the faculty have been eligible to complete the program. However, funding for the program has been cut due to budgetary considerations, and in 2010-2011, the program's \$35,000.00 budget was permanently cut by \$15,000.00. As a result, no more than two to three faculty a year can participate in the program (three participated in 2009-10, and three are participating in 2010-2011). When the PTR program was created, it was anticipated that all tenured faculty would participate in the program within a five to seven year cycle. Yet, at this time, participants have had to wait for up to 8-10 years after their tenure for their initial participation. Faculty members who have participated in the program have been strong advocates for its continuation, in spite of the budget cutting that has occurred. Their view is that the program should remain in place with the hopes of finding additional resources to allow for its adequate funding. However, in a 2009 survey conducted by the Faculty Development Committee, the PTR program was the one more faculty felt should be cut first, before reducing funds to other faculty development programs such as faculty travel or those involving internal grants, if cuts of that severity needed to be made (see Appendix E).

It is clear that the University values its core educational programs of which those focused upon faculty development plays a major role. In the midst of financial challenges that have similarly affected institutions of our type, small in size, highly selective and tuition dependent, our programs have been largely maintained

and although the faculty development budget has been cut, basic allocations for faculty travel have been preserved as have internal grants programs. The notable exceptions to this rule are the aforementioned PTR program which continues to be severely underfunded, and the 2/3rd monetary supplement for those wishing to take a year-long sabbatical leave, which has been replaced with half-time pay for a full-year leave. It is evident that without additional funding in the future, the internal grant programs that currently exist will become more competitive, will be less likely to affect a large number of faculty, and will thus have difficulty fulfilling their developmental purpose. At the same time, it is worth noting, as the forthcoming discussion of Criterion 3 indicates, that faculty development activities are numerous and varied, and the number and type of initiatives involving curricular and pedagogical reform, as well as more general concerns affecting faculty work have increased significantly over the past five years. Many of these initiatives directly address institutional mission concerns such as globalization, sustainability, student writing, and the use of technology to facilitate effective pedagogical strategies. Although the opportunities for participating in faculty development workshops, seminars, lectures, etc. are numerous, many faculty members complain that they simply don't have the time to participate. The key challenges that the institution must confront with regard to faculty development initiatives for the future involve securing a more stable funding base for existing programs while allowing for new initiatives to develop, as well as offering more support to faculty as they negotiate work/personal life balance issues, made increasingly more challenging due to continuing resource constraints.

Table 2-7: Average Full-Time Instructional Faculty Salaries and Compensation

<i>Fiscal Year</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>
Average Salaries									
Professor	78.3	77.8	79.7	81.1	82.7	84.1	86.0	87.2	86.4
Associate	61.2	59.4	60.4	62.0	63.9	64.9	66.2	67.3	67.3
Assistant	47.1	48.7	51.1	51.7	51.2	52.9	54.8	57.9	57.6
Average Compensation									
Professor	100.5	101.9	105.6	108.3	111.1	113.8	115.8	114.0	116.1
Associate	80.3	79.7	81.3	84.5	88.2	88.3	89.0	87.8	88.5
Assistant	60.2	62.5	67.3	68.2	68.5	70.1	71.9	74.9	76.9

Faculty Compensation

As Table 2-7 and Figures 2-2 and 2-3 indicate, faculty salaries and compensation packages, although rising slightly from 2007-2008 to 2009-2010, have declined over the past few years when compared with AAUP IIB institutions ranked at the 80th percentile with regard to salary and compensation. The decline has been especially precipitous for full and associate professors, although assistant professors have

Fiscal Year	2001-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
◆ Professor	109%	110%	105%	103%	101%	99%	97%	93%	94%	92%
● Associate	108%	107%	101%	99%	98%	97%	94%	91%	94%	93%
▲ Assistant	100%	99%	100%	101%	99%	94%	92%	90%	97%	95%

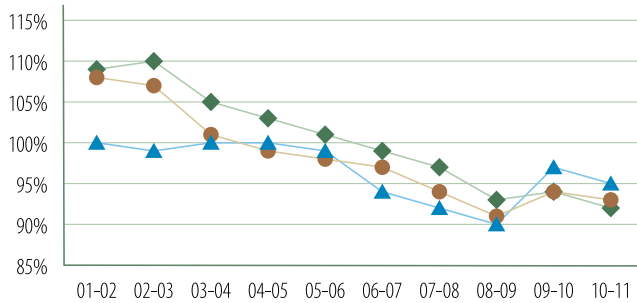
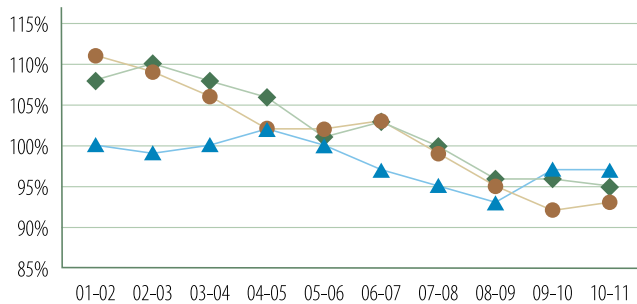


Figure 2-2: Average Faculty Salaries as a Percentage of the AAUP Category IIB Percentile

been subject to the same trend. Thus in 2010-2011, average full professor salaries and compensation as a percentage of the IIB 80th percentile stood at 92% and 93% respectively, associate professor salary and compensation averaged 93 and 95% of the category, and assistant professor salary and compensation was at 95 and 97% of the category. All ranks were at 100% or above the 80% percentile in 2003-2004. Historically, the drive to achieve salaries and compensation commensurate with AAUP IIB 80th percentile mean rankings was a goal affirmed by the Board of Trustees and it required a huge institutional effort to achieve. Thus, the more recent decline in faculty salaries is especially worrisome.

Figure 2-3: Average Faculty Compensation as a Percentage of the AAUP Category IIB Percentile

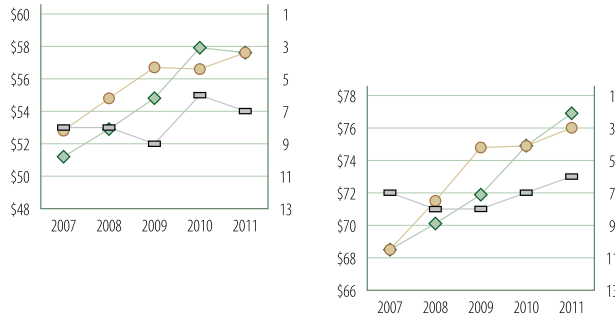


The data comparing faculty salaries and compensation with peer/aspirant institutions since 2007, as indicated in Figure 2-4, substantiates the general concern, with assistant professors having done slightly better over the past five years than their associate or full professor colleagues. The decision to offer no salary increase for faculty and staff for 2009-2010 and 2010-2011, and a 1% salary increase for the 2011-2012 academic year, after years of modest increases, has had an effect upon faculty salaries in comparison with both our peer/aspirant group and those in the IIB 80th percentile category.

Faculty compensation issues remain an especially serious concern, with particular reference to the significant revisions to the retiree health care plan and the retirement program that were discussed earlier. Aside from their impact upon faculty morale, these changes have decreased the

Fiscal Year	2001-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
◆ Professor	108%	110%	108%	106%	103%	103%	100%	96%	96%	95%
● Associate	111%	109%	106%	102%	102%	103%	99%	95%	92%	93%
▲ Assistant	100%	99%	100%	102%	100%	97%	95%	93%	97%	97%

Figure 2-4: Average Faculty Salaries and Compensation



Assistant Professor Salaries (below and left)

Fiscal Year	2007	2008	2009	2010	2011
◆ IWU	\$51.2	\$52.9	\$54.8	\$57.9	\$57.6
● Median	\$52.8	\$54.8	\$56.7	\$56.6	\$57.6
■ IWU Rank	8	8	9	6	7

Assistant Professor Compensation (below and left)

Fiscal Year	2007	2008	2009	2010	2011
◆ IWU	\$68.5	\$70.1	\$71.9	\$74.9	\$76.9
● Median	\$68.5	\$71.4	\$74.8	\$74.9	\$76.0
■ IWU Rank	7	8	8	7	6

Note: \$ = 000's

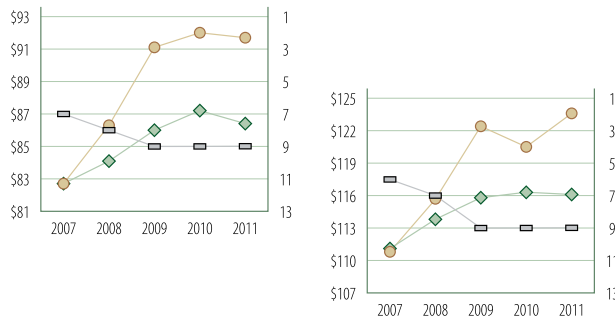
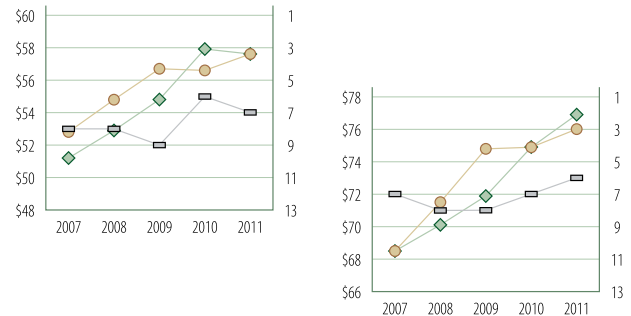
Associate Professor Salaries (below and right)

Fiscal Year	2007	2008	2009	2010	2011
◆ IWU	\$63.9	\$64.9	\$66.2	\$67.3	\$67.3
● Median	\$65.3	\$69.6	\$69.8	\$69.1	\$70.0
■ IWU Rank	8	9	9	9	9

Associate Professor Compensation (below and far right)

Fiscal Year	2007	2008	2009	2010	2011
◆ IWU	\$88.2	\$88.3	\$89.0	\$87.8	\$88.5
● Median	\$88.2	\$90.6	\$91.9	\$92.2	\$93.6
■ IWU Rank	7	8	9	9	10

Note: \$ = 000's



Professor Salaries (below and left)

Fiscal Year	2007	2008	2009	2010	2011
◆ IWU	\$82.7	\$84.1	\$86.0	\$87.2	\$86.4
● Median	\$82.7	\$86.3	\$91.1	\$92.0	\$91.7
■ IWU Rank	7	8	9	9	9

Professor Compensation (below and left)

Fiscal Year	2007	2008	2009	2010	2011
◆ IWU	\$111.1	\$113.8	\$115.8	\$114.0	\$116.1
● Median	\$110.8	\$114.7	\$122.4	\$119.5	\$122.6
■ IWU Rank	6	7	9	9	9

Note: \$ = 000's

incentive for senior faculty to retire or even contemplate retirement. Given the concurrent difficulties involving the need to raise salary levels in order to become more competitive for new hires with our peer/aspirant institutions, maintaining the quality of the faculty will be difficult in the future unless these issues are adequately addressed. In that vein, it is significant that a comparatively generous University tuition grant program, of key interest to faculty with children, has been maintained. The need to explore early and phased retirement options for older faculty, and to seek stable sources of funding for such options, is clear. It should be

noted that future budgeting models are being constructed with a target of reaching the compensation level for 80th percentile IIB institutions within ten years, which would require a 2% increase in faculty and staff compensation per year over the next decade. However, some questions have been raised regarding the feasibility of achieving that goal, given the number of intervening variables that are likely to occur within such a large time span.

Human Resources: The Staff

In the 2003 Report of a Comprehensive Evaluation Visit, the visiting team members noted a lack of adequate staff to support the University's increasing enrollment and additional new facilities and grounds. They said "The lack of adequate staff to support these additions creates significant stress and pressure to get things done, and points to the need to address the human resources necessary to manage the institution's growth." However, since that time, the total number of exempt and non-exempt staff has not increased. The staff average over the period was 298, with a high of 301 in 2009 and a low of 295 in 2003 (see Table 2-8). As a result, the average number of students per staff person was 7.05 over this period (Table 2-9), resulting in a ranking of 12th out of 13th with regard to the student-staff ratio among our peer and aspirant institutions. The fact that the University implemented a hiring pause in 2009 to assist in reducing budget expenditures through attrition, and through the subsequent re-evaluation of existing positions once they are vacated, makes it unlikely that the University will significantly expand its staff personnel in the near future.

Table 2-8: Staff FTE

<i>Fall</i>	2003	2005	2007	2009
IWU	295	295	301	301
Augustana*	370	386	389	367
Carleton	364	363	360	379
Denison	374	390	387	403
DePauw	421	433	453	443
Franklin & Marshall	360	386	410	412
Kenyon	375	382	376	398
Knox*	232	243	250	251
Lawrence	252	286	307	268
Macalester	318	330	355	392
Rhodes	247	270	275	271
St. Olaf	417	378	386	408
Wooster*	460	456	511	478

Table 2-9: Student – Staff Ratio

<i>Fall</i>	2003	2005	2007	2009	Rank
IWU	7.1	7.3	7.0	6.8	12
Augustana*	6.2	6.1	6.5	6.7	11
Carleton	5.3	5.3	5.5	5.3	5
Denison	5.9	5.9	5.7	5.6	9
DePauw	5.6	5.5	5.2	5.4	6
Franklin & Marshall	5.3	5.2	5.1	5.2	4
Kenyon	4.3	4.3	4.4	4.1	2
Knox*	4.8	5.1	5.4	5.6	8
Lawrence	5.4	4.9	4.6	5.4	7
Macalester	5.8	5.6	5.3	5.0	3
Rhodes	6.3	6.2	6.1	6.1	10
St. Olaf	7.1	8.0	7.8	7.5	13
Wooster*	4.0	4.0	3.5	3.8	1

*Augustana, Knox and Wooster do not outsource their dining services.

Table 2-10: Full-Time MALANA Staff

<i>Fall</i>	2003	2005	2007	2009	Rank
IWU	7%	7%	7%	8%	6
Augustana	11%	11%	11%	10%	3
Carleton	5%	4%	4%	4%	12
Denison	3%	5%	6%	6%	8
DePauw	5%	6%	8%	8%	4
Franklin & Marshall	5%	6%	5%	5%	9
Kenyon	2%		5%	5%	10
Knox	10%	10%	8%	8%	5
Lawrence	1%	5%	5%	4%	11
Macalester	10%	11%	10%	12%	2
Rhodes	29%	28%	30%	31%	1
St. Olaf	5%	4%	5%	7%	7
Wooster	2%	4%	3%	2%	13

Another area of concern expressed by members of the 2003 Comprehensive Evaluation Visit team was the importance of increasing staff diversity at the University. In response to this concern, the IWU Human Resources Office has placed external job postings at local churches, a Hispanic outreach center, and the Illinois Department of Employment Security. This focused effort to put job opening information in front of diverse groups has been intended to encourage candidates from those locations to apply at IWU. Since staff usually are unable to relocate in the same ways to which faculty are accustomed, relying upon the local community to enhance diversity among the University

staff is an absolute necessity. Regrettably, the University's staff diversity figures have not significantly grown since 2003. Nonetheless, the average percentage of MALANA exempt and non-exempt staff over the seven-year period is 7.25%, which is very close to the MALANA mean and median of IWU's Peer-Aspirant Group (8% and 7%, respectively) (see Table 2-10).

The lack of staff personnel growth numerically, and with regard to its diversity, will lead to increasing challenges that may affect the totality of the IWU student experience. As has been previously mentioned, the percentage of MALANA and international students has significantly increased over the decade and as a result, the increasingly diverse nature of the IWU student body will likely alter the types of resources required to facilitate a successful undergraduate experience. But as the student demographics of IWU change over time, the University will need to assess its student support services and resources (e.g., international office, multicultural student affairs, registrar's office) for those requiring additional advising, networking, or general assistance, especially in the first two years of their undergraduate experience. Additional efforts may be required to monitor the success rates of specific groups (e.g., transfers, international students).

Staff Organizational and Restructuring Issues

The prospects of continuing to rely upon a staff whose numbers have remained stagnant, while addressing the needs of an increasingly diverse student body will require careful attention to the distribution, and perhaps redistribution, of staff resources with efficiency and creativity. Thus, the need to conduct a comprehensive ongoing staff workload analysis is palpable. Indeed, the Strategic Plan specifically states (Strategy IIIA) that the University "...should adjust current planning, scheduling and staffing levels in order to develop workloads consistent with the

vision of the University.”¹⁹ Unfortunately, due to budget constraints within the IWU Human Resources Office and the University, this particular goal of IWU’s Strategic Plan has not been met.



Despite the overall lack of staff personnel growth, some position restructurings have taken place in order to meet changing needs. Noteworthy examples include changes in the Admissions Office where the position of Dean of Enrollment Management was created in October 2005 with the task of developing longer term admissions strategies. Personnel in this office, together with those who work in the Dean of Admissions’ office, are responsible for recruiting and retaining the high quality students that have traditionally enrolled at the University with both Deans reporting directly to the President. In addition, in the fall of 2008, the Dean of Admissions reorganized the Admissions Office staff. By reducing the number of support staff members by two positions and by changing the roles and responsibilities of the remaining five positions, the Dean of Admissions was able to add one professional admission staff position. The additional admission staff position was targeted to hire an admission counselor with a Hispanic background to engage with prospective students and parents in markets that Illinois Wesleyan had not engaged in the past. Since the Hispanic population is the fastest growing population in the United States, dedicating this position to the emerging market is necessary and already benefiting the Illinois Wesleyan campus. Other areas where significant staff hiring and/or reorganization of responsibilities have occurred include the Advancement Office, the Counseling and Consultation Services Center, and the Academic Advising Center. Since these positions were created or defined in response to institutional assessment initiatives, they will be discussed more fully later.

The Impact of Financial Constraints on Staff

The various budgetary pressures that have been previously mentioned have certainly influenced the ability to address issues involving staff support. However, these budget constraints over the past few academic years have also stymied progress towards the implementation of a merit-based compensation program that was developed for staff personnel in 2007. They have had a marked deleterious effect upon staff salary levels that were already low in comparative terms. An example of the economic impact on staff salaries over the past few years can be examined through the salary data collected by the College and University Professional Association for Human Resources (CUPA-HR). Although not comprehensive across all University employees, the CUPA-HR data provides comparative average salaries of matched administrative positions (i.e., title, responsibilities, etc.) on an annual basis. The CUPA-HR evidence suggests that the two-year salary freeze over fiscal years 2010 and 2011, as well as moderate annual salary increases in previous fiscal years (i.e., 9-year average = 2.5%), has contributed to a decline in salary levels when

¹⁹ www.iwu.edu/president/Strategic/Goals_HR.shtml

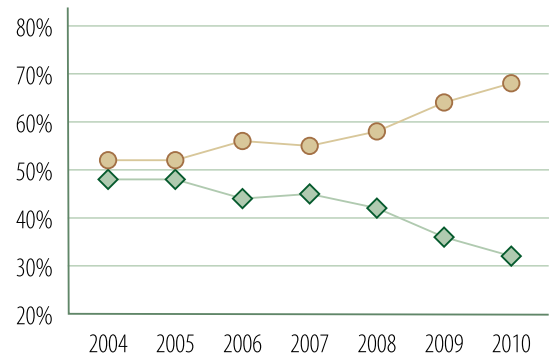
compared to the IWU Peer/Aspirant Group. Since FY 2004, the percentage representation of matched administrative positions in the lower three CUPA-HR quintiles (59th percentile and lower) has shifted from 52% in FY 2004 to 68% in FY 2010, while the percentage representation for the upper two quintiles (60th percentile and higher) has shifted from 48% to 32% (see Figure 2-5). It should also be noted that the disappointment that was expressed with regard to decisions regarding the restructuring of the retiree health care benefit program and the 50% reduction in TIAA-CREF retirement contributions for all personnel was certainly shared by staff, many of whom, given their longevity of service to the University, felt their impact in a direct manner.

As noted in the discussion of Criterion 5, efforts have been made to add vacation days and extend vacation time for staff. In addition, a \$600.00 supplement was given to all full-time University employees in December 2010, with part-time employees receiving a \$300.00 supplement. The purpose of the supplement was to recognize the shared sacrifice of employees during times of financial difficulty. While the fundamental issues involving staff salaries, compensation, and work-load have yet to be resolved and should not be minimized, this initiative was appreciated by many members of the University community.

In addition to staff salary and compensation issues, one area of particular concern involves staff development. Although professional staff development at IWU does occur in several areas, it is largely dependent upon a supervisor’s inclination toward promoting staff development, as well as allowances that are available within a work unit’s budget. In addition, areas in which outside certification is required (e.g., counseling and health services) are more likely to include staff development opportunities, mandatory and otherwise. Unfortunately, there is not a University-wide budget for professional staff development. It is clear that staff have directly experienced the consequences of budget constraints enacted in recent years with regard to workload and compensation.

The commitment to improve support for human resources on the campus is clearly stated within the Strategic Plan. However, the failure to administer a workload analysis, to comprehensively address the needs for increased staff compensation and numerical expansion, to implement a merit-based evaluation system and create a professional development plan is indicative of significant institutional weakness. It should also be noted, though, that a tuition benefits program for non-exempt staff has been implemented (although its benefits are not equivalent to those available to tenure-line faculty) and that staff now sit on some of the most important campus bodies, including the UCD and SPBC. A Staff

Figure 2-5: IWU Quintile Distribution



	2004	2005	2006	2007	2008	2009	2010
◆ Quintiles 1 & 2	48%	48%	44%	45%	42%	36%	32%
● Quintiles 3 – 5	52%	52%	56%	55%	58%	64%	68%

Council, created to specifically represent staff concerns to the University President and broader campus community has also been created and the Staff Council convenor regularly attends Board of Trustee meetings. An auxiliary benefit of the budget pressures the University has confronted has been a wider appreciation of the efforts of staff and their importance to the health and smooth functioning of the institution, as evidenced by faculty and alumni surveys attesting to this view (2010 SSSC Faculty Survey and 2010 SSSC Alumni Survey).

Conclusion

Upon examining the financial, physical, technology, faculty and staff resources utilized by the University in fulfillment of its mission, it is fair to conclude that these resources are being employed effectively to meet shared institutional goals. The University's strategic plan has framed how resources should be prioritized and allocated and in a number of noteworthy cases, its strategies have been implemented. Some of the accomplishments that have arisen in the decade since the last comprehensive evaluation team visit, for example, include the implementation of more stable financial investment strategies and the growth of the endowment as a by-product of those strategies. There has been significant progress toward the completion of a major capital campaign and construction has proceeded in concert with the priorities outlined in the Master Plan. A student body that remains exceedingly capable and increasingly diverse has been consistently recruited while a favorable 11:1 student/faculty ratio has been maintained. A robust program in support of faculty development exists and a tuition benefits program for the dependents of non-exempt staff has been created. The number of faculty and staff positions has stabilized and some administrative reorganization has occurred that better addresses institutional needs and initiatives.

However, there are significant challenges which will make it more difficult to maintain the educational quality it provides in the future. Those challenges include the inherently uncertain nature of revenue streams that are highly tuition-dependent and the limited degree to which the current endowment and Annual Fund can assist in broadening revenue acquisition in the short-term. They further include the need to secure additional funds for building construction and maintenance, the necessity of allocating stronger financial support for technology initiatives and the Office of Information Technology Services, and the need to invest more heavily in human resources, particularly with regard to staff and faculty professional needs, along with increasing the compensation available to them. There is no question that the University is committed to addressing these challenges, particularly those that involve technology and human resources concerns. It should be reiterated that in some of the notable areas that have received attention in this report, the University has had historically, particularly over the past decade, a significant record of noteworthy accomplishment. However, with regard to the technology and human resource domains, the need to address the challenges that their current state presents is extremely strong and pressing.

2C. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

One cannot fully appreciate the strength of evaluation and assessment processes at Illinois Wesleyan University without examining the role that the Office of Institutional Research and Planning (OIRP) plays in facilitating the coordination of these processes so that they are conducted in an efficacious manner. Because the Assistant Vice President for Institutional Research, Planning and Evaluation, as director of the OIRP, not only sits on the President's Cabinet but also plays an active role on the SPBC, he is able to insure that data is shared with as wide a group of constituencies as possible. At Illinois Wesleyan, data is not simply gathered and stored in inert spaces, but is disseminated in ways that reinforce an institutional commitment to transparency. But even if information is gathered and then disseminated, if the assessment and evaluation processes do not encourage the constructive use of the data to encourage informed and inclusive decision-making, then these processes remain inauthentic and superficial.

The importance of establishing a peer/aspirant group of higher education institutions has been previously mentioned, as this referent serves to guide how much of our data is collected, analyzed and referenced. Yet the historical process through which a relevant peer/aspirant group of institutions is chosen represents an illustrative case study as to how information gathering and planning activities can be inherently intertwined and inclusive, and how they can be used to enhance collective decision-making on an institutional level in a pragmatic fashion. An account of this process, whereby a careful balancing act is implemented, paying due attention to the needs of seeking comparison from institutions that are like one's own with those with stronger profiles, is noted below. It is further instructive to observe that as this process evolves, data with greater reliability is collected to make the case for a change in the composition of the comparative group.

In 2004, the Strategic Planning Steering Committee, based on a review of Web-based and published resources, selected 12 institutions using a number of characteristics to be emulated including academic programming, the academic environment and external resources. The 12 institutions were as follows: Carleton College, Colorado College, Denison University, Franklin & Marshall College, Grinnell College, Ithaca College, Kenyon College, Macalester College, Oberlin College, Rhodes College, St. Olaf College and Wesleyan University.

In 2008, a new peer similarity study was presented to the SPBC to provide another perspective for defining peer institutions. Based on financial resource and proximity variables, the intent of the report was to raise questions and affirm beliefs regarding assumptions in selecting peers. Using the 2004 aspirant peer group as a baseline and the 2008 peer similarity study as a resource tool, the SPBC decided to examine additional institutions to make the case to add or delete

a school based on comparative information - both qualitative and quantitative. By the end of the spring semester, Grinnell College, Ithaca College and Wesleyan University were removed from the list, while DePauw University, Rhodes College, Lawrence University and Augustana College were added. These revisions were based on a number of factors including endowment, admissions competition and programming characteristics (e.g., liberal arts, fine arts, and pre-professional).

In 2010, the SPBC engaged in further discussions concerning peer institutions to further refine IWU's benchmarking group to provide a more balanced set of institutions for comparison purposes, i.e. a list of both aspirant institutions and current peers. As of 2008, the list was almost exclusively aspirant institutions. The SPBC agreed that Knox College and The College of Wooster would replace Colorado College and Oberlin College on IWU's present benchmarking peer group. Knox was added because we compete regularly for the same students. Wooster was added because it is a liberal arts institution of comparable size and resources. It was suggested that this group of colleges and universities be referred to as the "Peer/Aspirant Group" (2010 Benchmark Report).

Of course, the OIRP and the SPBC are by no means the sole structures involved in institutional planning, even if their importance is indisputable. For example, the people involved in ensuring that various budgets are balanced, whose work products are monitored by the President and the Board of Trustees, include the Vice-President for Business and Finance, who continuously monitors progress toward keeping budgets balanced and is involved in making budget projections; the Provost/Dean of the Faculty, who regularly assesses financial allocations across academic units; the Dean of Enrollment Management, who works with the Director of Financial Aid to assess enrollment and financial aid trends and projection models; the Vice President for Advancement, who assesses progress in reaching fundraising goals with a focus on the capital campaign; and, the Board of Trustees Investment Committee, whose members evaluate the University's investment portfolio and work to assure that it is properly diversified and performs well relative to peer institutions. Members of this committee also determine whether the investment policy meets conditions of "social responsibility" in its composition. A brief examination as to how assessment processes function within various areas gives further evidence regarding the comprehensive nature of the institutional commitment to engage in assessment as an endemic part of budgeting and planning processes. The methods of gathering and analyzing data within various units are eclectic, including internal assessments such as surveys, interviews, and statistical information, as well as external assessments including peer/aspirant group data collected through the Integrated Post-secondary Education Data System, sponsored by the National Center for Educational Statistics, national student survey data (NSSE, CORE, YFCY, CIRP, CSS, CLA, etc.), external reviews, and external consultants.

Financial Planning

As has been noted, the budgeting process is initiated by the Vice-President for Business and Finance, who in reporting to the President, and in consultation with members of the SPBC develops a budget that is approved the Board of Trustees. That budget is based upon policies approved by the Board that involve endowment growth and management, while taking into account annual fund and major gift donations and account enrollment and retention projections. In reviewing these policies and the assumptions behind them, the Board also is given an annual audit of University finances, prepared by KPMG, and the reports of credit rating agencies, the two most recent of which are Standard and Poor's December 2011 and Moody's June 2011 reports (see Appendix F). The S and P report upgrades the IWU rating outlook from "Stable" to "Positive" (BBB+ rating), giving external validation that the institution is financially sound and credit worthy. IWU's outstanding debt as of July 31, 2010 was \$79.9 million. While interest payments on the debt represent a draw on the budget, payments have been reduced through successful efforts to refinance over \$30 million of this debt at more favorable fixed rates (See "First Supplemental Loan Agreement between Illinois Wesleyan University and the Illinois Finance Authority"—[First_Supplemental_Loan_Policy.pdf](#)). However, the administration is committed to not increasing debt obligations at the current time, even for new physical structures. The current commitment is to not start construction of new buildings until fully funded through gifts and grants even though the University could enter into credit markets if it felt the need to do so. The reasons given by Standard and Poor for their positive rating, along with the areas of concern that they express, reaffirm what the internal data has illustrated with regard to the general financial health and a few of the future challenges the University will confront. For example, indices of the institution's financial strength include:

- stable enrollment of about 2,100 undergraduate students: very high student quality, with an average entering freshman ACT score of 28; and a strong demand profile;
- financial resource ratios that are strong for the 'BBB' rating category, with 2010 unrestricted resources equal to 75% of operating expenses and 91% of total debt;
- improved operating performance, following several years of operating deficits, with operating surpluses in fiscal 2009 and fiscal 2010 on a full accrual basis;
- a \$169.4 million endowment as of Sept. 30, 2010, representing \$81,060 per full-time-equivalent (FTE) student; and
- a manageable maximum annual debt service (MADS) burden of about 6%, with no additional debt plans.

Some of the reasons the report was not even more favorable included the University's high tuition dependence of 81% in 2010 coupled with a limited geographic draw (albeit a strong base that includes the Chicago metropolitan area) and flat growth in net tuition income between fiscal 2009 and 2010 combined with a modest increase in its discount rate. External evaluations such as this one not only give planners confidence with regard to the wisdom of their decision-making, they also reiterate the importance of other strategies that affect the financial health of the University, such as those areas that form the focus of the capital campaign. It is not surprising, for example, that the general focus of the capital campaign upon developing and expanding the institution's human resources and student scholarship assistance not only speaks to the University's strategic plan, but also aims to address weaknesses noted in the Standard and Poor Report. In this case, planning practices and assessment findings illustrate an optimal degree of congruence that serves the institution well.

As the planning required to launch and complete a successful capital campaign is exhaustive in its own right, the Advancement Office and other individuals gathered assessment information in the pre-planning stages of the campaign to take steps that would enhance its potential success. History has shown that a campaign's success is determined largely by the ability to secure major gifts (i.e., \$50,000 and above). It is typical that 85%-90% of the dollars raised in a campaign will come from 10%-15% of the donors. Before the start of the *Transforming Lives* campaign, research conducted by the Advancement staff revealed over 5,800 households which met the major gift prospect level. In order to connect with these prospects over the course of the campaign, it was essential that the Advancement Office add major gift officers to its staff.

Physical Resources

Mention has been previously made of the importance of the Master Plan in influencing long-term planning in support of the physical resources of the campus. It should be noted here that as the Plan has taken organic form, there has always been widespread consultation between architects, administrators, faculty, staff, and students, as plans are designed and buildings are constructed. For example, with regard to the planning of the New North building, faculty and students were consulted, not only with regard to their aesthetic preferences, but also with regard to how they used space for teaching, learning, and studying, as well as the types of furniture, equipment and technology they would feel most comfortable utilizing. The data gathered from those consultations has proven invaluable in the actual planning of buildings such as New North and the Minor Myers, jr. Welcome Center.

However, broad consultation and input as a part of the planning process are not limited to large capital projects. There is an ongoing assessment of construction, renovation, and maintenance for all types of physical resources supported by a process that is designed to be inherently inclusive. Although overall responsibility for these matters lies within the President's Office, the Vice President for Business

and Finance and the Director of the Physical Plant monitor much of the state of campus physical resources. In addition, the Associate Provost has been assigned oversight responsibilities for some major building projects. The Capital Projects Group, which in 2010-2011 consisted of Vice President for Business and Finance, the Director of Physical Plant, the Vice-President of Student Affairs and Dean of Students, and the Assistant Provost and Chief Technology Officer, plays an important role in determining resource allocations between projects. While they do not make allocation decisions for the largest building projects that are often funded through private gifts, they are integrally involved in the allocation of resources toward important and often expensive renovation, renewal and maintenance projects. Examples of the types of projects that they might be involved with include installation of elevators or sprinkler systems in existing buildings, the replacement of roofs, and the upgrading of computer hardware. The Capital Projects Group annually solicits requests for renovation and renewal projects from many units on campus; they carefully rank these projects in light of the budget allocated for renovation and renewal and make their recommendations to the President. The Capital Projects Group functions as an evaluation unit that systematically assesses the relative merits of renovation and renewal projects by allowing units to make a case for those projects that affect their areas. Major projects are monitored carefully and are often the subject of discussion at Cabinet and SPBC meetings. Of particular concern in these discussions is whether projects are within budget and are meeting University objectives of promoting a safe and accessible community in a sustainable manner. In short, both with regard to long-term and short-term evaluations of the physical needs, consultative mechanisms are constructed to be essential elements in the budgeting and planning processes.

Technology Resources

A significant amount of information that the Office of Information Technology Services (OITS) has gathered to assess its work and the resources it utilizes to complete its work has come from Gene Spencer's report, prominently referenced in this review. The OITS has also used the Higher Education TechQual+ survey instrument as a means of assessing the technology needs of the campus community and has found the information gathered from that survey to be quite useful. The development of the Higher Education TechQual+ survey instrument was a collaborative effort among multiple higher education institutions whose aim was to create a standardized, scientifically-valid instrument that assesses the quality of services delivered by technology organizations in higher education. The survey not only assesses the organization's IT services, it provides benchmarks and comparisons between other participating institutions. In its material form, the Higher Education TechQual+ core instrument is a web-based survey that requires approximately 20 minutes to complete. It asks respondents to provide evaluations regarding minimum expectation levels, desired service levels, and perceived service levels for up to 30 types of technology services commonly delivered in higher education. The survey also allows for open-ended questions to obtain feedback on

specific topics of interest to the organization. To date, the TechQual+ survey has been used repeatedly at IWU to assess the technology needs and aspirations of the campus community. A survey of faculty, staff, and students was conducted in 2007 while a student survey was conducted in 2008. The faculty and staff were surveyed again in the Spring of 2009. OITS uses the surveys to get a clear idea of how the campus community believes it is performing and allows its staff to learn of the resources and services the campus community desires. The survey results are also used to establish priorities among IT projects.



Photos, left: First-year and transfer students participate in the 2010 New Student Orientation, which is designed to help students meet their First Year Advisor, sign up for classes, and become acquainted with campus and one another.

Right: The Summer Reading Program is an opportunity for incoming students to participate in a shared intellectual conversation with the IWU community; to express ideas about a common text that many IWU students, faculty, and staff are reading; and to respond respectfully to ideas others bring to the discussion.

Students

The use of continuous assessment for the purposes of programmatic improvement is an intrinsic part of the planning process within the Student Affairs division, a unit that has been exemplary in its utilization of an evaluative process to inform strategies for improvement. Departmental review processes using the Council for the Advancement of Standards in Higher Education²⁰ (CAS Standards) have been conducted in the areas of career services (2007), fraternity and sorority life (2009), counseling and consultation services (2009) and residential life (2010). Through the CAS system, departments engage the campus community in internally evaluating its programs. This evaluation is done by a committee of faculty, staff and students and follows a procedure similar to that of the HLC self-study process, with regard to evidence gathering and evaluation. Following the completion of this internal process, an external review team is selected to come to the University for typically three days to assess the work of the internal group using campus focus groups and interviews, while examining professional and best practices. The CAS process has been very thorough and has had an impact upon staffing patterns, policies and practices in each department. For example, it was noted that the Hart Career Center was understaffed, while the Office of Residential Life required additional training and supervision for first-year staff programming. In addition, the Counseling and Consultation Services Office has been working to diversify its staff because of the feedback gained from the CAS process.



²⁰ www.cas.edu/index.php

The staffing of the Counseling and Consultation Services unit was directly affected by a decision to assess its capacity as a result of a January 2006 discussion between the Board of Trustees and the Director of Counseling and Consultation Services. Subsequent to that discussion, national and university-specific trends regarding the increasing demand for student mental health services were examined. Benchmarking data regarding student to counselor ratios was collated and presented, revealing IWU's ratio of 700 students per counselor (700:1), which was greater than any of our aspirant institutions. In March 2006, IWU's Counseling and Consultation Services was given permission to hire a full-time 10-month counselor with benefits. The new counselor joined the University in the fall of 2006, resulting in an adjustment of IWU's student-counselor ratio to 455:1, an acceptable level as compared to our aspirant institutions regarding university counseling center staffing (the findings of the CAS review of the Counseling and Consultation Services Office are described at length in the discussion of Criterion 5). It should also be noted that this new full-time position replaced a part-time position, and that position was subsequently absorbed by the Hart Career Center to assist in the fortification of their services for students.

“The resources and services that IWU has to offer gives every student the opportunity to be successful both during and after their experience here.”

(2010 SSSC Student Survey)

In another important area affecting students, a University task force embarked on a yearlong evaluation over the 2005-2006 academic year to address issues of student athletes' health and welfare. As a result of the task force's work, a number of recommendations were made to the President concerning athletic personnel, equipment, transportation, literature and training. An Athletic Department Handbook²¹ was developed, as was an Athlete Hydration Protocol and Heat Exertion Illness Protocol. In August 2006, the University hired an additional full-time athletic trainer to supplement the athletic staff to address student needs. It is clear that in all of these areas affecting student life, data has been systematically gathered, shared, and used to improve the quality of services provided to students.

Faculty and Academic Affairs

Earlier, mention was made of the changes that were approved with regard to the allocation of tenure lines, in light of the financial condition of the University. It is useful to revisit this process in more detail because such decisions deeply involve the use of assessment information for planning purposes. Because the hire of a tenure-line professor implies a potential life-long commitment to that individual, allocating lines that will have long-term institutional benefit is an absolute necessity. Thus, it is useful to note how the revised criteria for tenure-line allocation have enumerated in specific terms, with particular regard to what it means to demonstrate that a person holding the position could address a “range of [institutional] interests,” how programmatic needs should be defined, and what

21 www.iwusports.com/custompages/GenSports/2011-12/Handbook_1112.pdf?tab=athletehandbook

enrollment data are relevant in considering a tenure-line request. In all of these areas, the language of the Faculty Handbook²² (Chapter IV) is explicit.



Thus, “range of interests” can include institutional mission, as well as the primary major/minor program(s) to be served by this position...; other programs (including disciplinary and interdisciplinary) [that might be positively affected through a successful hire]; all-University programs (including General Education, May Term, Writing Program); student interest in the area; and, external accreditation or professional certification criteria. With respect to “programmatically need,” Faculty Handbook language states that

Programmatic needs should be based on a realistic assessment of where a department, school, or program should be. The argument for a program’s needs may be supported by results from an external review and/or survey of peer institutions. Programmatic needs should be demonstrated by reference to all of the following: program profile, vision, goals; current curricular needs; expected program benefits and outcomes; student requirements (programmatic and/or professional).

Finally, tenure-line proposals are evaluated according to enrollment data, specifically, the ability of a successful proposal to address enrollment pressures, defined as:

strains induced by high student demand for courses presently offered in a department, school, or program. Enrollment pressures should be demonstrated by reference to statistical evidence, including some (but not necessarily all) of the following: units generated per FTE a high ratio of majors or minors per tenure line, and reliance on non-tenure track faculty to teach core courses.

The use of relevant data for planning purposes does not end within the Academic Affairs unit with the hiring of new tenure-line faculty, of course, but is continued as they progress through the tenure and promotion ladder. As stated in the Faculty Handbook “Faculty members are evaluated for tenure on the basis of competence and experience in classroom teaching and responsibilities associated with classroom teaching, completion of professional training, scholarly/artistic ability and achievement, and constructive contribution to the University.” Tenure is decided on the basis of merit, not on the basis of an explicit or hidden quota system. Teaching effectiveness is defined not only in terms of subject matter mastery but the ability “to stimulate students’ intellectual development.” Artistic and scholarly achievement involves “Contributions to the broader intellectual/artistic community that go beyond individual professional development...” “These contributions may take a variety of forms, but it is expected that in most cases they will involve engagement with the profession beyond the institution.” With regard to service, “it nevertheless expects that every faculty member demonstrate

²² www.iwu.edu/provost/faculty-handbook.pdf



willingness and ability to share in those collegial responsibilities necessary to the effective functioning of the institution.” (2011-2012 Faculty Handbook, Chapter IV).

The criteria for promotion support these basic principles, but in ways that are appropriate for an individual who has had the opportunity to work within the academy in a successful way. It is clear that these criteria support an institution whose mission primarily involves undergraduate teaching, recognizes the important link between teaching and scholarship, and understands that a community of this type cannot function without the active participation of its faculty in service related matters. The evidence that is presented in support of these criteria include analyses of student evaluations, course syllabi, classroom visitations on the part of one’s supervisor, samples of published work and/or artistic presentations, and evaluation letters from one’s department chair and colleagues in a position to comment upon one’s candidacy, as well as external letters that speak to the quality and significance of one’s professional engagement. The tenure and promotion system is thus rigorous and quite dependent upon an analysis of different types of evidence that are offered in support of the criteria enumerated above. Visiting and adjunct faculty, while not subject to an evaluation process of the same rigor, are given feedback regarding their

course evaluations by their department chairs who regularly visit their classrooms. This data is reported to the Associate Provost who makes the ultimate decisions regarding the hiring and retention of non-tenure line faculty. In both of the cases involving the assessment of tenure-line and visiting and adjunct faculty, individual performance is tied to larger institutional concerns, with the relationship between departmental requests for enhanced staffing and the assessment of individual faculty performance being quite seamless.

“It was important for me that I not get lost in the crowd. The support that I had from the faculty and staff made a big difference for me.”

(SSSC 2010 Alumni Survey)

As of 2006, a system of departmental external reviews (further described in the discussion of Criterion 3) was put into place, with the first review occurring in 2007-2008. Since that time, eleven of 34 departments and programs have undergone external reviews.

It is clear that the external review process is not viewed as simply a pro forma exercise, for as has been noted, it can be tied to tenure-line hiring and often serves as an impetus for curricular and policy reform and revision. More importantly though, it has offered assistance to departments as they engage in planning with regard to curricular revision and reform, in order to better address the learning goals they have established for their students.

Within the Academic Affairs unit, planning also occurs on a broader level. In November 2006, for example, a Strategic Curriculum Planning Task Force (SCPTF)²³ was created to examine issues including: internationalization and study abroad, writing instruction, the Gateway colloquium, May Term, interdisciplinary programs, information literacy, opportunities for student learning beyond the traditional classroom setting, and the relationship of majors to the general education program.



Over the course of two years, the SCPTF gathered and examined data focusing upon the use of classroom space, the effectiveness of campus-wide curricular programs including general education and its relationship to disciplinary programs, the instructional technology needs of faculty, and the extent to which faculty were able to adequately present the information and skills necessary for our students to be conversant in their disciplines. In addition, considerable environmental scanning was conducted whereby the curricular offerings at peer/aspirant institutions was gathered and analyzed.

The SCPTF report, completed in 2008, noted that there was a tension between delivery of general education courses and courses within the discipline; that departments felt pressure to adequately deliver their curricula; that such pressure was exacerbated by the tensions posed by the needs to staff interdisciplinary programs; and that technology resources on campus were insufficient. Authors of the report specifically expressed the hope that this would be the beginning of a strategic curricular review process rather than its culmination. In 2008, in an effort to address concerns regarding the need for the campus to engage in

23 www.iwu.edu/provost/facgov/curricular/charge.shtml

long-term strategic curricular planning, the position of Associate Dean of the Curriculum was created, with the first occupant accepting the position beginning in August 2009. In recent years, members of the campus Curriculum Council and the Associate Dean of the Curriculum have gathered data on many levels for the purpose of assessing the General Education program (see discussions of Criteria 3 and 4). A model for general Curricular Strategic Planning has been presented to the faculty and to department chairs, to be put in place for the 2011-2012 academic year.

Enhancing students' academic success requires broad cooperation among units so issues that transcend narrow organizational boundaries can be addressed. One recent example occurred over the 2006-2007 academic year. Using data elements collected from student surveys, focus groups and individual interviews, the OIRP and the Assessment Task Force identified a number of areas where the University could improve its advising efforts through the enhancement of resources and services for students and faculty. These assessment efforts, with the assistance of a grant from the Arthur Vining Davis Foundation, led to the establishment of the IWU Academic Advising Center and the appointments of a director of academic advising and a part-time office associate in 2008. These are staff positions within the Academic Affairs unit, working closely with faculty, students, the Registrar's Office, and Student Affairs staff. More information concerning the Academic Advising Center²⁴ is available on the University website and its creation and development are further described in discussions of Criteria 3, 4, and 5.



It is clear that within the Academic Affairs unit, assessment plays an important role with respect to the individual faculty member and her/his career development, the department with which one associates, the unit itself, and the broader institution as a whole. Information in support of evaluation and future planning initiatives is shared and it is used to further individual development and programmatic improvement. It is collected in multiple forms and is regularly reviewed. Its collection is consistent with broad principles defined within institutional documents whose legitimacy is accepted without question such as the Faculty Handbook and the Strategic Curricular Planning Task Force report, as well as through the use of external reviews, be they with regard to an individual or a program's performance.

Staff

In an effort to create a formal means for the President to communicate University matters to staff and elicit opinions and recommendations of the staff on matters of concern to them, the President established the Staff Council in 2005. This body consists of nine elected exempt and non-exempt staff members and the Associate Vice President for Human Resources (*ex officio*). Additionally, with noteworthy representation on the SPBC and the UCD, and visitor status afforded the convener of the Staff Council to Board of Trustee meetings, significant efforts have been made

²⁴ www.iwu.edu/advising



Above: Photos taken at the 2011 Illinois Sustainable Living and Wellness Expo, an annual event co-sponsored by the Illinois Wesleyan University Wellness Program and the Ecology Action Center of McLean County. The Expo features exhibitors, workshops, demonstrations and live music with the focus on sustainable living.

since 2003 to more directly involve staff in discussions of issues of importance to their own work and to the University as a whole. Their input thus serves to offer important feedback to decision-makers and planners at higher administrative levels.

An example of the above can be found in the process through which the assessment of staff performance was revised. As a result of the efforts of the Human Resources Office, and with the counsel of the IWU Staff Council, the general evaluation mechanism for assessing staff performance has been standardized. In 2007, a performance review process for non-exempt staff was reinstated to include a revision of the form used for this procedure, addressing requests for changes that were recommended by supervisors and staff. In 2008, the review process for exempt staff was also reinstated. The intent of these review processes has been to increase productive communication between supervisors and staff personnel.

Perhaps the most positive administrative change to occur affecting staff since 2003 has been the implementation of a tuition benefits program for dependents of full-time non-exempt staff. In the 2003 Report of a Comprehensive Evaluation Visit, the visiting team affirmed the IWU Self Study Report recommendation to extend tuition benefits to the children of all IWU employees. As a result of these

recommendations, the University added a tuition benefit for non-exempt staff. Legal dependents of full-time non-exempt staff that have completed a minimum of five years of full-time service to the University may enroll at IWU as full-time students without tuition charge provided they are accepted through the regular admissions process. In addition, the University joined the Council of Independent Colleges Tuition Exchange Program (CIC-TEP) in 2005 to enhance the benefit for all University employees. The CIC-TEP is a network of over 350 colleges and universities willing to accept, tuition-free, students from families of full-time employees at other CIC-TEP institutions.

Conclusion

It is clear that Illinois Wesleyan University gathers, shares, and uses an abundance of information that is informative in documenting institutional effectiveness, and is then applied toward the creation of significant institutional improvement. Data collection at IWU involves the use of qualitative and quantitative measures, created and distributed internally and externally. Surveys, interviews, audits, peer reviews, external reviews, and the mining of data from national sources for comparative purposes have all been used in order to view institutional strengths and challenges through an objective lens. The creation of a peer/aspirant comparison group has specifically undergone a number of reiterations to become more realistic and useful for planning purposes. But it is equally important to note that the data that is collected is not stored in inert silos, but is shared with a wide number of University representatives, thereby obtaining useful feedback that will contribute to rational planning and decision-making at all levels. University representatives are able to make informed evaluations as to what that data means because information is contextualized within frameworks that are widely understood and whose assumptions are shared: the Strategic Plan, the Master Plan, principles regarding faculty hiring and tenure and promotion, etc. At Illinois Wesleyan, the data collection process taps into a diverse set of sources that are also comprehensive by nature and institutional planning uses that data to further a set of strategic goals that articulate clear priorities that are commonly shared. This process minimizes instances of capriciousness, inattention to detail, or ineffectiveness with regard to the use of information to facilitate institutional improvement. All higher education institutions confront significant challenges and Illinois Wesleyan is certainly an example of the general principle. However, this is an institution that knows what its challenges are and has been able to affirm its shared values while providing an education of considerable quality to an exceedingly capable student body. It could not do this without taking assessment and evaluation seriously or without embedding them within the planning processes that share congruence and sophistication among all of its administrative levels.

2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

To this point, evidence has been provided in support of the argument that the Illinois Wesleyan University community participates in institutional planning, obtains and allocates resources in a rational manner, provides for assessment and evaluation mechanisms that assist in decision-making processes, informs community members of the reasons for and the consequences of those decisions, and gathers information in support of institutional planning and budgeting that is then used to effect policy change. There are specific mechanisms tasked with this responsibility that have been identified which include the President and Provost offices, the President’s Cabinet, SPBC, CUPP, the Capital Projects Group, and the offices of the Vice-President for Business and Finance, Student Affairs, Dean of Enrollment Management, Institutional Research and Planning, and Information Technology Services. Two themes are evident through examining institutional planning at Illinois Wesleyan.

First, planning occurs in conjunction with budgeting at all levels. A number of examples are illustrative of this contention. The fact that the University has created a functioning committee with campus-wide representation to assess *both* planning and budgeting efforts, that these responsibilities are clearly stated within its mandate, and that its actual name is reflective of this mandate, gives evidence that the two processes have been recognized as synergetic and mutually dependent. A close reading of the Strategic Plan, particularly Goals III (Human Resources) and VI (Financial Resources) demonstrates that the strategies that are enumerated for the purposes of achieving these goals directly refer to broader values within the institutional mission, even though the strategies respect and reaffirm the importance of responsible budgeting. For example, the allocation of human resources is directly tied to the mission goals of “*diversifying and internationalizing the campus, creating a sustainable campus, and providing disability services.*” *The importance of structuring compensation systems is tied to fairness and equity (in support of the value of social justice, expressed within the University mission statement), as well as its salutary benefit of enhancing productivity (Strategy C).* In Strategy E of the Financial Resources goal, it is argued that “effective conservation and renewal programs” can “control operating costs, promote environmental sustainability, and preserve our physical assets in a sound fiscal manner.” Thus, the case that is made for sustainability, which is a key component of the Mission Statement, is directly linked to the need to preserve fiscal responsibility. A final example of the recognition of the importance of tying the planning and budgeting processes together involves the Strategic Curricular Planning cycle, presented to the faculty by the Curriculum Council’s Academic Standards Committee during the spring of 2011.²⁵ Within this cycle, it is clearly argued that curricular planning must involve an understanding of resource demands and needs, early in the



²⁵ www.iwu.edu/melloncenter/support

planning stage, and that such an understanding must be a part of all curricular decision-making as the process proceeds and evolves.

A second consideration involves the fact that planning at IWU doesn't occur at cross-purposes and is in fact well-coordinated. Clearly, documents such as the *Growth and Challenge* self-study report, the *Report of the 2003 Comprehensive Evaluation Visit Team to Illinois Wesleyan University*, the Strategic Plan, the Master Plan, and the Spencer Technology Report have framed the context in which planning and budgeting occur. They have given direction and structure to the planning and budgeting processes, and have helped to establish priorities in each of the areas for which they are responsible. They have additionally created benchmarks that have made it easier to measure institutional progress in these areas during the interval since the last HLC accreditation review. Although a number of accomplishments have been noted with regard to planning and budgeting at IWU, a good way to appreciate the effectiveness of the planning and budgeting processes is to examine the ways in which some of the key values within the University Mission Statement have found expression in concrete terms over the past decade. The collective efforts that involve the entire University in creating a culture that affirms the importance of sustainability offer evidence for this point.

Although the importance of sustainability had been recognized on the campus as early as the 1990s, it wasn't until a Green Task Force was formed in 2000 that coordinated efforts to embrace sustainability began in earnest. The Task Force issued a report in 2001 that examined how much energy IWU was using, and the degree of pollution the University was creating. It then transformed into the GREENetwork that now effectively coordinates all campus sustainability efforts. The Network includes students, faculty, staff, and administrators and has embarked upon a number of important initiatives including the implementation of a campus wide composting effort (discussed in length with reference to Criterion 5), the installation of bicycle racks on campus, the expansion of organic food options with student meal plans, the elimination of plastic trays in the dining halls, the creation of a hydration station that facilitates the use of reusable water bottles, the purchasing of double-sided printers in the library and the use of recycled paper stock in the library for printing purposes, and the mandatory dimming of library computer screens after fifteen minutes of usage. All-campus "dumpster dives" encourage staff, students, and faculty to examine what constitutes a day's waste, as participants become aware of the significant amount of good food and useful materials that are regularly thrown away. In addition, considerable effort has been made to address e-waste issues as aged computers are recycled and/or given to non-profit and charity organizations. Additional efforts in recent years have included the transitioning to online core faculty documents including handbooks and the training of residence hall staff to assume sustainability educator responsibilities. Pesticide is now used only when necessary with regard to grounds maintenance, a newer floor cleaning machine has been employed for use in the Athletic Center that uses ionized water, and no-till and strip-till practices are now utilized on

University-owned farmland. Finally, the University has leased some of its land allowing for the construction of windfarms in the surrounding community

It is significant that the Minor Myers jr. Welcome Center is the first building prospective students and their parents will visit when arriving on the campus. It also was the University's first fully "green" building, having earned LEED certification as a result of its geothermal heating, fluorescent lighting, and a traction elevator powered by a small motor rather than an electric pump. As noted in an article for the IWU alumni magazine,²⁶



A recycle trash unit is located just inside the Welcome Center door. Families are offered drinks in reusable ceramic mugs that feature the IWU logo on one side and a double-meaning exhortation to "Think Green" on the other. There are no vending machines in the building, just an energy-efficient refrigerator and an honor system. To cut down on printing, the admissions department employs a "JIT" (Just In Time) system that prints brochures only as needed, using lightweight paper. Even a picnic table outside the center is composed of 3,200 recycled milk jugs.

The construction of the new classroom building is also progressing with sustainability concerns in mind, but what is perhaps more important is that a mindset regarding the importance of adhering to sustainability principles has been initiated in all areas of campus life. Thus, decisions to replace lighting fixtures in the Shirk Athletic Center or laundry machines in residence halls are being made according to sustainability principles.

Such a mindset does not develop if campus leadership is uninvolved or disinterested. The decision made by President Wilson to sign the Talloires Declaration, a national ten point action plan designed to incorporate sustainability principles within the higher education environment, on April 13, 2007, is thus noteworthy in this vein. The Sierra Student Coalition collaborated with the President, the Provost, faculty, staff, and students to tailor the document to the needs and capabilities of the University. Later, in 2009, University officials signed the Illinois Sustainable University Compact.

The anchor that grounds sustainability efforts is the Environmental Studies curricular program, established in 1999 with an academic major approved in 2005. Currently, there are approximately 40 students who are ES majors, completing courses from sixteen professors in the various disciplines, and pursuing internships and research experiences with their faculty. For example, organizations such as the Ecology Action Center, Greenpeace, Illinois EPA's Governor's Environmental Corps, The Nature Conservancy and several organic farms have provided internship opportunities to Environmental Studies majors. In addition, a number of students pursue environmental and sustainability research through completing May Term and study abroad experiences. Because the interdisciplinary major

²⁶ www.iwu.edu/iwunews/magazine/pastissues/10_Winter/green_main_1.shtml

has grown in popularity, an eclectic number of speakers as well as co-curricular activities involving sustainability themes are planned throughout the academic year. The joint IWU/ISU chapter of Habitat for Humanity, for example, not only has received national recognition for its efforts, but is building LEED-certified housing in McLean County.²⁷



During the 2011-2012 academic year, faculty, students, and staff have organized a year-long symposium devoted to the theme, “What We Eat: Why it Matters,” where numerous lectures, discussions, films, and other co-curricular events have been planned which are linked to formal courses devoted to this subject matter. In 2006, a campus-wide, two-day sustainability workshop attracted faculty, staff, and administrators from across the University, and it encouraged further work involving curricular reform and campus wide engagement with sustainability issues.

Conclusion

Sustainability represents one important area involving University values as expressed within its Mission documents that has received the concerted attention of the entire campus community. However, the planning, coordination, and enthusiasm for embracing the values encapsulated by a commitment to sustainability are also present in other discrete areas embraced by the Mission documents too. Whether it be the promotion of diversity, or a better understanding of issues involving social justice, civic engagement, or globalization, numerous coordinated efforts are planned on a regular basis that involve various University constituencies and these efforts are discussed in different contexts throughout this report. The work that makes these initiatives possible and lead to their successful implementation are illustrative of both the fundamental strengths and the basic challenges that confront the Illinois Wesleyan University community with regard to its efforts to effectively plan for the future. Over the summer and fall of 2010, the SSSC administered a survey which solicited faculty and staff perspectives concerning the overall strengths and weaknesses of the University, as well as their thoughts concerning the role their department, program or unit plays in the operation of the University within the context of accreditation criteria. Both faculty and staff rated the dedication and competence of their colleagues as being the major strength of the University. Faculty also mentioned the quality of the students attending IWU as being a major strength while some noted the combination of liberal arts and pre-professional programs as giving the institution particular distinctiveness. But for the most part, it is clear that faculty and staff appreciate the dedication and the effort of their colleagues, as the following comments from the staff survey attest.

²⁷ www.iwu.edu/habitat

“Most employees are incredibly dedicated and loyal to IWU, and are therefore almost always giving maximum effort toward the success of the institution.”

“The Faculty and staff. These people are committed to making the IWU experience one that will shape the students for the future.”

“People! The University is blessed with people who care deeply for the institution and give maximum effort to make things work well.”

Nonetheless, there was broad agreement that overachievement can only go so far and that workload pressures along with compensation limitations and reductions have had a deleterious effect upon faculty and staff morale. While concern was also expressed with regard to the need to improve physical plant, capital equipment and technology resources, both faculty and staff believed that they need stronger collegial and personnel support in their respective areas with respect to expanding the number of staff and faculty hires. Both groups also believe that their compensation is inadequate given their workload, effectiveness, and level of accomplishment that they have been able to maintain during extremely difficult economic circumstances. Certainly, such responses have been influenced by the two-year salary freeze and reduction in retirement contributions, but it is also instructive to compare current morale issues to those that were discussed in the *Growth and Challenge* Report and the report of the 2003 comprehensive evaluation visit team.

In 2003, low faculty morale was specifically tied to governance issues, as many faculty believed that they were uninformed with regard to administrative decision-making and were excluded from being a part of that process. Communication with the University administration was viewed as problematic. Staff morale was influenced not only by high workload and low compensation issues, but additionally involved beliefs regarding their ascribed second-class status within the University community. The lack of a tuition benefits program for dependents of staff members should be viewed in this context.

In 2011, the challenge of raising morale among faculty and staff remains, but for the most part, contemporary morale issues are related to economic considerations, as they affect compensation and workload. The progress the University has made with regard to improving transparency and inclusivity within the planning and decision-making processes is generally acknowledged to be a positive outcome of the previous accreditation review. It is fair to conclude that the source of those concerns regarding morale questions has changed since 2003, as have the challenges embedded in the need to improve morale among faculty and staff. It should finally be reiterated that without minimizing the seriousness of the importance of increasing faculty and staff morale, the institution has functioned quite effectively, as the list of achievements directly related to the University mission attests. In looking toward the future, however, it is clear that IWU cannot continue to rely upon the good faith and effort of its faculty and staff to deliver the level of quality

that currently exists, without rectifying its limited support for existing human resources.

A number of strengths and challenges have been discussed with reference to Illinois Wesleyan University's ability to prepare for its future. Institutional strengths and challenges have been mentioned with reference to the budgeting and planning process, the use of financial resources, data collection, programmatic assessment and evaluation, and the coordination of planning initiatives throughout the campus. Presented below is a summary of the conclusions that have arisen as a result of this extended discussion.

Strengths

- Effective use of University Mission Statement, Strategic Plan, and Master Plan to coordinate planning efforts that have included all important campus constituencies while encouraging enhanced transparency in the planning process.
- Tight coordination between planning and budgeting with a systematic use of data to inform planning decision-making, and assessment.
- University finds itself in a stable financial situation and a successful capital campaign has been launched with nearly \$91 million out of the \$125 million goal having been reached.
- Construction of Minor Myers jr. Welcome Center and beginning construction on New North Classroom building address institutional needs as outlined in the Master Plan while other capital projects (such as the Joslin Atrium, Ames School of Art entrance and atrium) have improved the quality of campus life and have contributed to the maintenance of a beautiful physical plant.
- Strong, talented student body that is academically capable and increasingly more diverse, supported by a dedicated, talented, and effective faculty and staff.
- Work force has remained stable in spite of the severe effects of the economic recession.
- Tuition benefits program for staff dependents and a child-care facility for children of faculty and staff, jointly managed with Illinois State University and Advocate Bromenn Medical Center, now exist.
- Faculty diversity is representative of percentages within aspirant/peer group institutions.
- Extensive faculty development program.

Challenges

- In spite of progress made during the previous accreditation review, planning and budgeting decisions need to be communicated to all faculty and staff in more effective ways.
- Planning and budgeting decisions need to be executed with greater flexibility, allowing contingency planning to occur early on during crisis situations.
- Greater base of support for Annual Fund and other flexible sources of revenue need to be created, in addition to current capital campaign efforts.
- Greater investment in technology resources, including expanding bandwidth capacity and infrastructure improvements, is needed on a short-term and long-term basis, while the student financial aid budget needs to be increased and strengthened to address changing family demographics with particular regard to affordability.
- Successful recruitment strategies need to be broadened to other geographical areas to account for increased competition for students from the Chicago area while more consistency in enrollment patterns from year to year needs to be established.
- Staff compensation needs to be improved significantly to meet comparable compensation packages at peer/aspirant institutions and a work-load analysis of staff activity needs to be completed to determine how to rationally allocate staff work across the campus, allowing for the reallocation of positions to need areas when general vacancies occur.
- Staff merit pay system needs to be implemented and faculty compensation levels need to be raised as quickly as possible to reach AAUP 80th percentile benchmarks.
- Phased and early retirement program needs to be enacted to create institutional flexibility while allowing eligible and interested faculty and staff to prepare for their retirement.
- Faculty development funding needs to be stabilized to maintain existing programs and opportunities.

Following page: *Buck Memorial Library houses the language departments, Language Resource Center, The Writing Center and computer labs.*

Conclusion: *Illinois Wesleyan University has successfully fulfilled the requirements of Criterion 2 in support of the HLC accreditation process.*





MURPHY HALL

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CRITERION 3

Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction	135	3c. The organization creates effective learning environments.	168
3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.	137	Curriculum	168
Institutional Assessment of Student Learning	138	Close Individual Attention and Research Opportunities.....	173
General Education and the Writing Program.....	141	Learning Beyond the Classroom.....	177
Departmental, School, and Programmatic Assessment.....	143	3d. The organization’s learning resources support student learning and effective teaching.	184
Closing the Loop.....	152	Conclusion	190
3b. The institution values and supports effective teaching.	155	Strengths.....	191
Campus Workshops	157	Challenges	192
Two-day Campus-wide Workshops	158		
Teaching Circles, Reading Groups and Teaching Colloquia	159		
Inter-institutional Faculty Development Opportunities	159		
International Faculty Development Opportunities	160		
Speaker Series and Additional Development Resources	162		

CRITERION 3

Student Learning and Effective Teaching



Photo, directly above: Since fall of 1996, a select group of Illinois Wesleyan students has the opportunity to study for the year at Pembroke College, Oxford University, as part of the Pembroke Visiting Student Programme.

IWU students accepted into the 2011-2012 program were, clockwise from upper left: Charlie Golaszewski, Bill Erlain, Will Lawrence, Ted Delicath, Sijia Song, Melissa Seeborg and Savannah Davis.

Introduction

“Through the liberal arts we believe our students will see the interconnectedness of knowledge and develop a spirit of inquiry that will serve them well in our rapidly changing and complex world.”

The inclusion of a student into the learning community of Illinois Wesleyan University starts before that student sets foot in a classroom. During the summer before enrolling, each student will be expected to read a book, selected by the First Year Advisory Committee for the Summer Reading Program, which addresses some aspect of the University’s Mission.¹



In the week before classes begin, first-year students meet in small groups to discuss and analyze the book. These groups include not only students, but faculty, alumni, staff, and administrative personnel. The aim of the program is to introduce incoming students, at the earliest opportunity, to our IWU community, where inclusive learning, serious critical engagement and hard intellectual work is welcomed and prized.

As shown in the adjacent figures, recent results from the National Survey of Student Engagement (NSSE) offer an encouraging view of Illinois Wesleyan University’s effectiveness in pursuing this aim.

Illinois Wesleyan University’s commitment to student learning and to the liberal arts is indisputable, and is repeatedly affirmed by all campus constituencies in University surveys (2007 Identity Survey; 2010 SSSC surveys). Certainly, this commitment embodies the very *raison d’etre* of the institution as a small

Figure 3-1: Level of Academic Challenge Benchmark

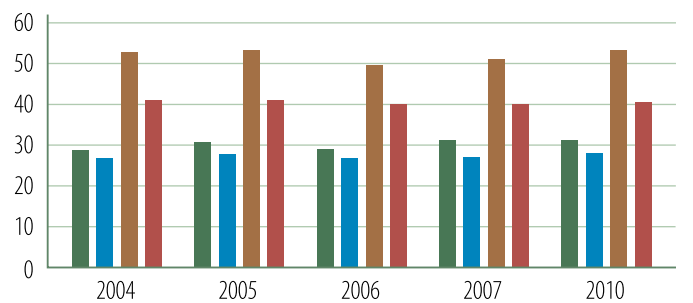
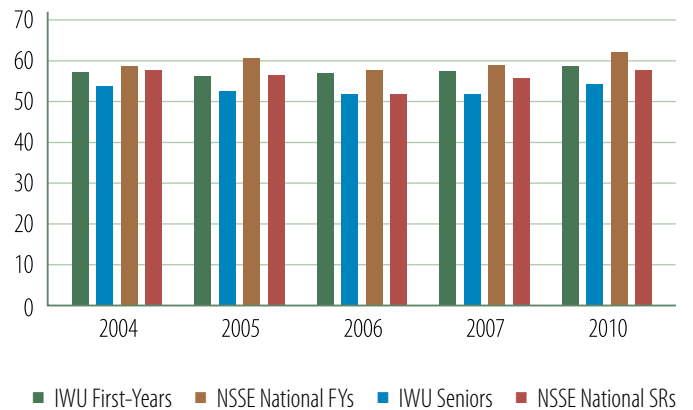


Figure 3-2: Enriching Educational Experiences Benchmark

1 www.iwu.edu/advising/reading

liberal arts college and calls attention to the ways in which the University creates opportunities for students to acquire and develop the skills, ideas, and dispositions that the University community values.

At the heart of this project lies the complex nature of learning and its relationship to teaching, most centrally advanced through “a curriculum that is enriched by research opportunities, study abroad options, interdisciplinary programs and superb facilities.”² In delivering its educational mission through this curriculum, the University highlights two particular strategies. One stresses *individual attention* to student needs, talents, and abilities (“Wesleyan faculty are committed to helping their students chart and pursue a course of study that brings out their best.”) The other stresses *engaged learning* in which “learning outside the classroom and beyond campus is a key part of our academic program. Students find a range of opportunities to collaborate with faculty on research projects, pursue internships and community service, and travel or study abroad.” Understanding when, how, and why these strategies are most successful, or need nurturing, to advance student learning is a complex task, and one to which the University gives increasingly close and systematic attention.



The essence of the student-teacher relationship is on-going and dynamic communicative interaction. Yet even for those who are deeply committed to the pursuit of the liberal arts through critical inquiry, it can be difficult to gauge or define how this relationship comes to invoke a significant learning experience. Does such learning necessarily involve the completion of a measurable product? If so, how does one assess the efficacy of life-long learning, for which continuous self-reflection is a necessary condition? If the student-teacher relationship is indeed interactive and inter-relational, how does one measure the significance of learning opportunities made available to students, even if they choose to ignore or fail to pursue them? In a situation where both parties share some responsibility for communicating with one another, can one be content to evaluate the significance of the relationship on the basis of discrete outcomes that fail to identify the spontaneous, unexpected, or creative and unplanned events that may make the relationship uniquely significant?

In some ways, these questions illustrate what makes critical inquiry as informed by the liberal arts so special: they evoke a healthy skepticism regarding what one’s teaching role should be and how important it is to appreciate the complexity inherent in the teaching/learning relationship. They invite the type of inquiry that lies at the essence of critical reflection, turning it inward to address the very actions in which we as teachers engage. Because the Illinois Wesleyan faculty is deeply committed to engaging with students in order to bring about successful learning, it views its responsibility to teach effectively as an unquestioned professional obligation. When assessment strategies are presented as opportunities for enhancing teaching effectiveness, their importance is understood and, in many

2 www.iwu.edu/academics

cases, widely embraced. Such an association is fundamental to the establishment of a “culture of assessment,” a process that is ongoing at Illinois Wesleyan. The challenge for the IWU community is to solidify and enhance that process.

3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Although Illinois Wesleyan University offers undergraduate programs to its students, its curricular offerings are somewhat more complex than those of its small liberal arts college counterparts because of its pre-professional programs. For example, few national liberal arts institutions of its size not only give bachelor of arts and bachelor of science degrees, but also offer the Bachelor of Science in Nursing, the Bachelor of Fine Arts in Acting, Theatre Design and Technology, or Music Theatre, the Bachelor of Fine Arts with a specialization in drawing, painting, sculpture, printmaking, photography, ceramics, or graphic design, or the Bachelor of Music (Major in Composition and or Performance) and Bachelor of Music Education degrees. It is crucial that students are aware of the specific degree requirements for these programs because the degrees reflect the importance of demonstrating mastery of special fields within the major. The fact that there are seven content areas where one is expected to demonstrate familiarity to receive a nursing degree or that the logic behind offering separate Bachelor of Fine Arts degrees in the various theatre fields is reflective of external expectations defining professional competency is often information that is unfamiliar to students, parents, and faculty colleagues. For the benefit of all members of the University community, the necessity of clearly stating learning goals in these areas is clear and compelling.

This imperative extends to traditional liberal arts fields and disciplines as well. A minority of undergraduates begin their University careers with an understanding of what it means to evaluate evidence as would a social scientist or historian, how one makes logical inferences in reading text as would a literary scholar, or how a scientist would test a hypothesis within the controlled conditions of a laboratory setting. Not only are they largely unfamiliar with what a historian does or how a scientist thinks, they are also unaware of the specific subject matter of most of the disciplinary majors they will select. Given the fact that students of all backgrounds are encouraged to take many courses in liberal arts disciplines, especially those with pre-professional dispositions, and because a number of students elect to double major to broaden their specialized competencies, the need to clarify expectations as to what constitutes successful learning experiences, and the contexts in which those experiences occur, is unmistakable. These learning experiences are not restricted to the conventional major or discipline either, but involve exposure to curricular breadth as well as depth. They include experiences that challenge students to

think critically and to extend themselves beyond the familiar in generic as well as specific contexts. This is why the faculty members who create and manage IWU's curricula communicate their expectations for student learning on department and program websites, within the University catalog, in Admissions brochures, and in materials disseminated to various constituencies. It is why student-learning goals for University-wide programs such as General Education, May Term, and Study Abroad are similarly disseminated in electronic and in paper formats frequently and periodically.

Institutional Assessment of Student Learning

The University's assessment plan, developed in 1993 and most recently updated in April 2007, recognizes the need for academic units to go beyond simply stating their learning goals and expectations and ensuring their realization to the best possible extent. This plan highlights the importance of engaging in authentic outcomes assessment that is effective and subject to faculty control. It also stresses the need to implement findings and to engage in a systematic review of the plan's assumptions to revise its components. In support of these principles, the assessment of student learning occurs at multiple levels in numerous ways at the University.

At the institutional level, as noted in the discussion of Criteria 1 and 2, data gathering and analysis with regard to all areas of institutional strategic planning, decision-making, and program evaluation have been systematized since the last accreditation. The Assistant Vice President for Institutional Research, Planning, and Evaluation conducts activities involving institutional assessment while the assessment of major programs and student learning outcomes falls under the responsibility of the Associate Dean of Curriculum. This arrangement has encouraged University units to more systematically connect program goals with assessment methods. It has also led to a more focused understanding of learning environments, and in some cases, highlighted the need for further curricular revision and faculty development.

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

In year two during the fall semester, first-year students complete the Cooperative Institutional Research Program (CIRP) survey, developed by the University

of California–Los Angeles Higher Education Research Institute (HERI). The CIRP survey covers a wide range of student characteristics: parental income and education, ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs, and self-concept. During the spring semester of year two, the Your First College Year (YFCY) survey is administered. The YFCY survey asks questions about students' experiences and interactions during their first year of college. In addition, it allows direct comparison among a number of similar questions that students responded to when completing the CIRP survey. Many aspects of the CIRP and YFCY serve as a pre/post examination of the first-year experience. The CORE Drug and Alcohol Survey, originally developed by the Department of Higher Education and now administered by Southern Illinois University in Carbondale, is also given during students' first and second years (under the auspices of the Office of Student Affairs). In addition, the HERI faculty survey is offered periodically to provide an assessment of faculty perceptions and expectations regarding institutional priorities and student development. For purposes of enhancing student learning, a comparative analysis of the degree to which student and faculty perceptions demonstrate congruence or significant difference regarding students' time on task, motivation, and achievement of specific learning goals is particularly useful. The fact that these instruments are disseminated in an ordered and systematic fashion not only allows the University to guard against the negative effects of over-surveying, but also gives the community the time and space to analyze the data that is acquired and to respond to concerns that evolve from their analysis.

As we detail below in discussion of Component C, the survey results continue to affirm the institution's success in promoting positive student learning outcomes within the skill and dispositional areas it most highly values. These results are further supported by the performance of IWU students on external exams necessary for professional licensure or certification. IWU students who take the National Council Licensure Examination for Registered Nurses have consistently outperformed their peers and counterparts both within the state of Illinois and nationally, obtaining pass rates of 93-96% over the past five years. Teacher education students who take State of Illinois content area exams prior to their student teaching have achieved 100% pass rate over the past three years, as they have with the Assessment of Teaching Performance exam, a pre-condition to obtaining state certification. The results of students who pursue certification by the American Chemical Society or accounting majors who take the Certified Public Accountants (CPA) exam are similarly impressive.

Other information involving student learning is regularly detailed in reports such as the IWU Fact Book, the Common Data Set, and the Integrated Postsecondary Education Data System (IPEDS) Feedback Report. All of this longitudinal data is accessible on the IWU Office of Institutional Research and Planning webpage.³



3 www.iwu.edu/instres

Here, information regarding graduation and transfer rates, alumni satisfaction, and external institutional accountability issues related to student learning can be found. The OIRP webpage is updated each semester and an email message is sent to the campus community listing the newly available information. In addition to making the information available, presentations of selected reports and data elements are conducted at a variety of meetings including the Board of Trustees (BOT), President's Cabinet meetings and retreats, the Strategic Planning and Budgeting Committee (SPBC), the Council of University Programs and Policy (CUPP), the University Council for Diversity (UCD), general faculty meetings, Staff Council, and the Student Senate. The OIRP also provides selected reports and data elements on a regular basis to the Academic Advising Center, the First-Year Advising Program, Academic Affairs, Alumni Affairs, the Writing Program, Student Affairs, and to various academic departments for their assessment efforts.

As briefly mentioned in the discussions of Criteria 1 and 2, Illinois Wesleyan University has participated in two assessment consortia projects, sponsored by the Teagle Foundation, that include other Midwest liberal arts institutions. The first project involved the construction, dissemination and use of comparative value-added assessment instruments to determine student-learning outcomes with respect to critical thinking, writing, and civic engagement. Student essays and papers from the cooperating institutions were collected and blindly scored and reviewed by representative faculty from the participating colleges. The results of this project for all participating institutions are summarized in Appendix G, with Illinois Wesleyan student performance documented under the label, "silver." The second Teagle project involves an assessment of faculty labor usage in the implementation of high impact learning practices in support of curricular reform and innovation. As will be discussed later, the results of the first Teagle project have significantly informed major reforms within the University Writing Program. While data collection involving the second Teagle project is ongoing, this study is highlighting some of the generic challenges faculty confront in implementing high impact learning practices as a part of their teaching activities while additionally carrying out their regular responsibilities. Both projects are important insofar as they demonstrate the truism that support for student learning involves more than simply collecting data. If the assessment of teaching and learning is not actively intertwined with curricular and pedagogical reform, its significance becomes marginalized. This contention is reiterated throughout the discussion of teaching and learning on the IWU campus, as the University community understands that it is not enough to simply identify learning goals and accumulate information regarding their implementation if the information is neglected or left dormant.

It would also be inaccurate to leave the impression that the only form of data collection that regularly occurs on an institutional basis involves the gathering of longitudinal survey data. As the University Assessment plan matrix indicates, numerous types of data are additionally collected and analyzed across the campus. They include, but are not limited to, alumni surveys, exit interviews involving senior majors, student focus groups, external programmatic reviews, external



assessments of subject matter and professional proficiency, evaluation of retention rates, etc. In a relatively small community where sampling size varies and may not be robust enough to produce definitive results, it makes sense to use an eclectic approach to data collection and analysis as well as a number of assessment methods.

General Education and the Writing Program

Two of the more important initiatives include the General Education Program and the Writing Program. In both programs, the faculty have played a major role in providing a systematic assessment of their strengths and weaknesses. The current General Education program has been in place for fifteen years and assessment has occurred primarily at the course level, whether by individual faculty members, academic departments, or faculty committees such as the Curriculum Council. Although revisions were made to the program on three occasions since its inception, in 2008, the Strategic Curricular Planning Task Force recommended an extensive review of the program as a whole. Pursuant to this recommendation, the Curriculum Council (CC) began a comprehensive review of General Education (Gen Ed) in 2009 when its Academic Standards Sub-Committee (AS) initiated an assessment of the value of the General Education categories. Are these the correct categories? Are they meeting the purposes of the faculty? Are they meeting the needs of the students? Such questions were put before the faculty by AS in a series of 15 workshops (one per category) over the course of three semesters. AS also created and administered surveys in each Gen Ed category and received student feedback regarding category goals and students' awareness of these goals. Additionally, CC organized three forums in which faculty examined the goals and values of the program, its structure and implementation, and how to improve communication about the General Education program. At the same time, student facilitators were trained by an outside consultant to conduct student focus groups concerning the value they found in the general education courses they took at the University. Finally, comments provided by alumni in a survey administered for this self-study were incorporated into the sub-committee's evaluation.

Some of the general findings of this effort include the fact that the faculty has expressed no need to eliminate or dramatically change the structure of the program. However, there is a general belief that the program should pay greater attention to

Above, left: Writing Program Director Mary Ann Bushman helps assess and assist student and faculty needs in developing writing-intensive courses.

Above, right: Curricular innovations, through such programs as the Gateway Colloquium, aim to strengthen writing skills regardless of a student's major. Writing tutor Michael Henry '12, left, confers with Alexandria Long '12.

information literacy concepts. Additional changes in statements of goals and criteria have been proposed, and were presented to faculty at the beginning of the 2011-2012 academic year. Subsequently, data from workshops, faculty forums, and a fall faculty conference were collated to develop specific proposals to refine the General Education categories, to improve the program, and to respond to faculty calls for greater flexibility in the program. In an effort to strengthen the systematic evaluation of General Education, evaluation forms specific to the General Education Program were added to regular course evaluations in both semesters of 2010-2011 and were provided to course instructors at the end of each semester, after having been reviewed by the Academic Standards Committee. It is clear in this case that systematic assessment efforts have become embedded in programmatic design and evaluation.

The systematic use of assessment data has also been used to revise the University's Writing Program. As noted earlier, Illinois Wesleyan participated in a Teagle Grant with five other institutions from 2006-2009 that sought to evaluate students' critical thinking, writing, and civic engagement according to the progress they made in these areas through their four-year university experience. The opportunity to measure student progress on a value-added basis was particularly compelling, but in comparative terms, the performance of IWU students, particularly with regard to writing proficiency, was somewhat disappointing (Appendix G). The results of the grant led to a focused effort to improve the University Writing Program. A Summer Writing Group led an effort to revise the General Education writing requirement. Once the faculty accepted the Group's recommendations, students were required to complete the second of three writing intensive courses before the end of their sophomore year. This change in the timing of the delivery of the writing intensive course was far from cosmetic since it required departments to make sure that enough of their lower division courses could meet the Writing Intensive criteria to allow students the opportunity to fulfill the requirement. The change also required students and their advisors to plan their schedules accordingly, as such a change would have an impact upon fulfilling study abroad, external internship, and major course requirements in a timely manner. Of course, the need to insure that students received focused attention upon improving their writing proficiency outweighed such logistical considerations.

At the same time, the University affirmed its support for further developing its writing program by implementing other recommendations of the Summer Writing Group. That group, which recommended the creation of the position of Writing Program Director, also suggested that the program's infrastructure be improved, that incentives be offered for faculty to develop more writing intensive courses, and that the assessment of student work to support faculty development occur on an ongoing basis. In fulfillment of these recommendations, with the support of a Mellon Foundation grant, the program now has a director, selected from the faculty with a half-time administrative appointment. The Program has invited consultants and speakers to campus annually and has conducted annual reviews of student work on a rotating basis, divided into first-year (Gateway), mid-level, and senior-level categories. As a consequence of this assessment activity, the program has



developed an evaluation rubric for student writing that faculty are able to adapt to their own particular assignments or courses. In addition, the program has created a document containing clustered faculty expectations of student writing called the *Mappa Wesleyana*⁴ that faculty members have found very useful. Workshops have addressed the design of individual writing assignments, the norming of the evolving rubric, and student writing at the three levels mentioned above. In Fall 2010, an external review of the Writing Program evaluated its work in quite positive terms. It is not surprising that, in its transparency and rigorous assessment activities, the program has served as a model for departments and programs seeking to improve their assessment measures. The next step the program proposes is to examine longitudinal data as it moves through a second cycle of assessment to search for new strengths or areas of weakness.

Departmental, School, and Programmatic Assessment

As part of the institution-wide effort to systematize assessment, the University began in 2004-2005 to implement a program of comprehensive self-studies in each academic department and program. About a third of all departments and interdisciplinary programs undertook such an exercise in 2005. In subsequent years, other departments and programs have undertaken similar systematic self-studies. Beginning in 2007-2008 all academic programs have also been scheduled to undergo an external review (see Appendix H for the External Review Schedule). The formal self-study is intended to provide a preparatory basis for the external review, and after receiving the external reviewers' report, departments/schools are expected to provide a response and a proposed plan of action based on the reviewers' recommendations. By 2012, eight departments had undergone external reviews according to a schedule established by the Associate Dean for the Curriculum. The guidelines for external reviews are included in Appendix I. Guidelines that are given to department members for their formal assessment reports (to be submitted to the Provost) include the following:

- A goals/objectives statement that department faculty have established for the department's major program(s) — that is, what should students know and be able to do when they finish the program(s)?
- How you collected the data on which your report is based. That is, what information was used to determine whether program goals for students are being met? Attach copies of surveys, questionnaires, proficiency tests, or other instruments that you administered.
- A descriptive and/or statistical summary of the results of tests, questionnaires, interviews, or other sources of information.
- An analysis of program strengths that emerge from the data, along with any concerns that your analysis suggests. Indicate as well whether your

4 www.iwu.edu/writing

assessment efforts confirmed your expectations or served up some surprises.

- How you and other program faculty plan to use the analysis for program improvement.

Both the department assessment reporting process and the external review system are designed with the assumption that they will include strong faculty input. This assumption reiterates the conviction that departmental autonomy and department members' expertise in assessing programmatic strengths and weaknesses are important considerations that deserve to be reaffirmed as part of the assessment process. The assumption also supports a shared belief in the importance of authentic assessment, where stakeholders are intimately involved in the design and implementation of their own assessment processes and procedures.

This respect for departmental autonomy and expertise is reflected in the ways that departments and programs state their program goals. Departments and programs have explicitly stated program goals and objectives that reflect expected student learning outcomes. In the past four years, all academic units have revisited, reviewed, and, where necessary, revised these goals. Some departments make these goals publicly available by posting them on their website. The Religion Department encourages its faculty members to present the department's goals on their course syllabi. However, there is no required format according to which departments must formulate and present their goals. Consequently, the ways in which departments and programs present their programmatic goals and learning outcomes varies quite widely, depending on internal departmental cultures or national disciplinary expectations. For instance, the English department provides a detailed list of specific skills in thinking, reading, writing, researching, and engaging in creative activity that department members value and that they expect their graduates to develop. The Economics Department, on the other hand, devised its learning outcomes by surveying the expectations of economics departments across the nation and comparing them with the department's own skills and talents. Some departments' learning outcomes are concise; others are extensive and detailed. Some focus entirely on disciplinary skills and almost all stress the importance of learning critical thinking through a liberal arts education. Some programs link their programmatic goals and subsequent learning outcomes explicitly to the University Mission. For example, in 2008 the Educational Studies department decided to align its program more closely with the Mission by including within its student learning outcomes a category for 'Teacher-Scholars for Social Justice'.

The following tables are examples, derived from departmental self-reporting, which attest to the eclectic ways in which student learning outcomes are enunciated across the campus.

In presenting their student learning goals, several departments also distinguish between the learning outcomes that they expect to inculcate in their majors through the sweep of their curriculum and the learning outcomes they expect their courses to contribute to the General Education program. (See Hispanic

Table 3-1: Educational Studies Department — Grounding in Social Justice Education

Student Learning Outcomes:
<p>An understanding of and commitment to social justice education is a global outcome for all Educational Studies students. Teachers committed to social justice first “recognize the existence of an unacceptable achievement gap based on race, ethnicity, disability/exceptionality and socioeconomic status,” and then engage in action that interrupts the perpetuation of inequity and injustice. The following social justice outcomes draw upon those articulated by the National Council for the Accreditation of Teacher Education, the social justice literature in education, and the Educational Studies Conceptual Framework:</p>
<p><i>1. Demonstrates understanding of:</i></p> <ul style="list-style-type: none"> • The impact of discrimination based on race, ethnicity, class, culture, gender, disability/exceptionality, sexual orientation, and language on students and their learning; and • The role of the teacher in a diverse and democratic society.
<p><i>2. Commitment:</i></p> <ul style="list-style-type: none"> • Demonstrated belief that all students can learn; • Demonstrated ability to respond to the educational needs of all students in a caring, non-discriminatory, and equitable manner; and • Demonstrated knowledge, skills, and professional dispositions that facilitate all students’ learning, regardless of race, culture, ethnicity, language, class, gender, and/or ability.
<p>The Educational Studies department assesses these particular student learning goals through a variety of specific measures associated with students’ status in the program. One measure is a program admission essay on the challenges of teaching social justice that each student must write in their sophomore year. This measure evaluates student learning from the first two classes in the program. A further measure requires students to provide evidence of social justice teaching in their student teaching evaluations. A third measure is an evaluation rubric for social justice teaching/scholarship that is applied to seniors’ portfolio essays. Throughout the program, an evaluation rubric is applied to individual assignments in various courses.</p>

Studies Department Assessment table later in this section.) An increasing number of departments categorize their learning outcomes in terms of the (disciplinary) knowledge, (cognitive and analytical) skills, and (citizenship) values that they seek to inculcate in their students. As noted in Table 3-2 below, a good example of this trend is the learning outcomes goals of the Political Science department, devised in close consultation with the Assistant Vice President for Institutional Research, Planning and Evaluation following an intensive review of the curriculum and several years of student exit interviews.

There is a significant degree of variation regarding the different ways in which departments, schools and programs develop their programmatic goals and link them to their student learning outcomes as a part of their assessment processes. Some programs draw systematically on external standards of assessment. For instance, the Chemistry department administers standardized tests furnished by

Table 3-2: Department of Political Science Assessment

Student Learning Outcomes:
A graduate in Political Science from Illinois Wesleyan University will:
<p>1. Knowledge:</p> <ul style="list-style-type: none"> • Know the theoretical traditions debates, and methodological approaches used in the empirical study of political phenomena; • Be well versed in the major normative traditions of modern political thought; • Know the processes, institutions, and contexts that shape politics at local, national, transnational, and international levels.
<p>2. Skills:</p> <ul style="list-style-type: none"> • Be able to analyze political phenomena critically, recognizing the implications of diverse perspectives, normative positions, and evidentiary claims; • Be able to conduct rigorous and original political research, using appropriate analytical frames and methodological instruments to test hypotheses; • Be able to communicate research findings and arguments in a clear, logical, and persuasive manner, whether in written or oral form.
<p>3. Values:</p> <ul style="list-style-type: none"> • Be intellectually curious and appreciate the value of critical scholarly work; • Appreciate their place, and the place of others, in the broader global community; • Value civic engagement and appreciate the importance of active citizenship.

the American Chemical Society (ACS) in order to measure student learning in both basic and advanced chemistry courses. Every fifth year, the department submits a report to ACS marshaling evidence that they continue to meet its standards. In response, the ACS provides the department with curricular suggestions based on information it has gathered from industry and graduate school programs. The Business Administration program uses, among other more direct assessment instruments, graduates' passage rates on CPA examinations, participation in Insurance Series examinations (Chartered Life Underwriters {CLU} or Chartered Property and Casualty Underwriter {CPCU}), and average starting salaries of graduates into full-time employment. The Physics department points with justified pride to its exceptional record of placing graduates in top-tier PhD programs. In addition, the department has developed specific measures for specific goals in consultation with published scholarship in the field of physics education.

The variation in school, department and program approaches notwithstanding, academic programs and departments have either completed or are refining comprehensive and integrated formal assessment plans while progress in implementing these plans is ongoing. For most department and programs, regular assessment has drawn heavily on such direct measures as student work portfolios or performance in a capstone experience, as well as indirect measures such as senior exit interviews and regular alumni surveys. The following tables illustrate varying departmental approaches to linking assessment to student learning outcomes.

Table 3-3: Religion Department Assessment Plan

Program Goals						
<p>The Religion Department views religion as a significant dimension of all human cultures, past and present. Our courses explore the religious traditions of Asia, the Middle East, Africa, the Americas and Europe. The Religion Department encourages students to learn more about their own religious heritage, but especially to venture into new realms. The academic study of religion offers an interdisciplinary approach to the ways in which human thought, values and ceremonies, literature, architecture, art, community and politics are woven into a cultural religious fabric. Through the study of Religion, we expect students to engage in critical and constructive thinking, to develop their reading, writing and speaking skills, and to expand their empathy toward and aesthetic awareness of other traditions. Thus, in congruence with the IWU Mission, the Religion Department seeks to, “foster creativity, critical thinking, effective communication, strength of character and a spirit of inquiry,” and, most importantly, helps to prepare students for “life in a global society.”</p>						
Student Learning Goals						
<p>The Religion Department has identified the following student learning goals for the major. Each of these goals is directly associated with the curricular program traits described in the course catalog.</p>						
<p>1. Content Knowledge Students will develop an in-depth understanding of the culture and history of at least two religious traditions, as well as an awareness of the most significant themes in comparative religious studies.</p>						
<p>2. Methodology Students will be able to demonstrate a high degree of fluency with the critical methods used in studying religion.</p>						
<p>3. Research and Critical Thinking Skills Students will be able to demonstrate the ability to perform in-depth research in a selected topic in Religion and to think critically about the data collected.</p>						
<p>4. Conceptual Understanding and Empathy Students will understand the concept of “religion” and the difficulty in its definition and study. In addition, students will understand and empathize with diverse world religious traditions.</p>						
Methods of Assessment						
<p>Student learning will be assessed using a series of direct and indirect assessment measures. These measures, the associated student learning goals, the context in which these tools will be used, and the use of the resulting information are presented below.</p>						
Measures and Tools	Goals				Context	Use and Frequency
	1	2	3	4		
Senior Audit	x	x	x		Direct: Review of the courses taken by majors and minors	Faculty assess courses taken to ensure coverage of traditions and core courses <i>Performed annually</i>
Senior Seminar (Religion 460) Capstone Course	x	x	x	x	Direct: Faculty assessment of students on an individual level concerning the culmination of studies, including an extensive research component (written).	Faculty assessments are shared with the department on an annual basis for program evaluation and revision, as necessary. <i>Course offered annually</i>

Table 3-3 continues on the following page

Table 3-3: Religion Department Assessment Plan (Continued)

Measures and Tools	Goals				Context	Use and Frequency
	1	2	3	4		
Senior Portfolio (Majors Only)		x	x		Direct: Collection of student work produced by each student major. 1) A representative paper from a course in one of the required sections of the major other than methods 2) Methods course (290's) paper 3) Senior seminar paper 4) Exit interview	The assessment is reviewed and discussed for program evaluation and revision as necessary <i>Annual event</i>
Senior Presentation in Religion Colloquium			x	x	Indirect: Student give 10-15 oral presentations of their Senior Research projects from Religion 460	<i>Annual event</i>
Exit Interview	x	x	x	x	Indirect: A three-page series of questions eliciting responses concerning multiple aspects of the major program	The assessment is reviewed and discussed for program evaluation and revision, as necessary <i>Exit interview administered annually</i>
Returning Alumni	x	x	x	x	Indirect: Visiting department alumni engage with current majors and minors about their perceived quality of experiences with peers, faculty, and the program in general as well as post-graduation success in the field.	The assessment is reviewed and discussed for program evaluation and revision, as necessary <i>As can be arranged with alumni</i>
External Review	x	x	x	x	Direct: External faculty assessment of the effectiveness of the program in fulfilling foals related to student engagement, learning and success	The assessment is reviewed and discussed for program evaluation and revision, as necessary <i>Performed as necessary</i>

“Every class I have taken at IWU has really pushed me to think critically in a way I have not been challenged before. The professors aren't just content with you learning material, they want you to understand and apply it to future situations.”

(SSSC 2010 Student Survey)

Table 3-4: Hispanic Studies Department Assessment Plan

Student Learning Goals					
The Department of Hispanic Studies has two goals for students who study Spanish: one set of goals for students pursuing the General Education credit in a second language and another is for our majors and minors. These goals are directly associated with the curricular program traits described in the course catalog					
1. Communication:					
General Education: Students will acquire the fundamental skills of speaking, reading, listening and writing in Spanish.					
Majors and Minors: Students will demonstrate an intermediate to advanced level of communication in Spanish speaking, reading, listening and writing. They will be able to develop and express an extended argument using historical or literary text analysis.					
2. Cultural Understanding:					
At all levels, students will gain an understanding of the variety and complexity of Hispanic cultures around the globe.					
Majors and Minors: In addition to learning about Hispanic culture in the classroom, majors are required to spend at least one semester abroad in a Spanish-speaking country; minors are encouraged to do the same.					
3. Critical Thinking:					
At all levels, students will read and interpret Spanish texts, examine cultural interactions, and learn to make evaluative judgments. Students will learn to synthesize arguments and articulate their opinions in Spanish both in speaking and writing.					
Majors and Minors: Students will learn to think analytically about the underlying grammatical Spanish system; distinguish and appreciate different literary styles, and make connections between literature and culture.					
<i>Measures and Tools</i>	<i>Goals</i>			<i>Context</i>	<i>Use and Frequency</i>
	1	2	3		
Placement Exam	x	x	x	Direct: Information concerning the written communication skills of entering students which is used to place them at the appropriate point for studies	Students are placed in the appropriate class
Internship	x	x	x	Direct: Faculty assessment of students on an individual level concerning the use of skills in real world situations (written)	Faculty assessments are shared with the department on an annual basis for program evaluation and revision as necessary
Study Abroad	x	x	x	Direct: Department Chair pre-and post-assessment of students on an individual level concerning the real world — transformative experience (oral)	Chair assessments are shared with the department on an annual basis for program evaluation and revision, as necessary Share stories with current majors and minors who will study abroad in the future to assist with their preparation

Table 3-4 continues on the following page

Table 3-4: Hispanic Studies Department Assessment Plan (Continued)

Measures and Tools	Goals			Context	Use and Frequency
	1	2	3		
¡Háblame! Tutor	x			<p>Direct: Students in Span 201 have 20-minute weekly guided conversation with tutor (in conjunction with class material);</p> <p>Indirect: A one-page series of questions eliciting responses concerning multiple aspects of the ¡Háblame! experience.</p>	The assessment is reviewed and discussed for program evaluation and revision as necessary
Survey of basic sequence	x	x	x	<p>Indirect: A two-page survey eliciting responses on reading, grammar, and culture learned in Span 101, 102 and 201</p>	The data is collected, graphed and assessed by chair and language coordinator as part of the evaluation and revision of the basic sequence program
Capstone Course	x	x	x	<p>Direct: Faculty assessment of students on an individual level concerning the culmination of studies, including an extensive research component (written)</p>	Faculty assessments are shared with the department on an annual basis for program evaluation and revision as necessary
Senior Portfolio (Majors Only)	x	x	x	<p>Direct: Collection of student work produced by each major.</p> <ol style="list-style-type: none"> 1) Span 303 composition or any 300-level 2) Cultural paper (314, 316, or 320) 3) Senior seminar paper 4) Exit interview 5) Department checklist 	The assessment is reviewed and discussed for program evaluation and revision as necessary
Written Exit Survey	x	x	x	<p>Indirect: a three-page series of questions eliciting responses concerning multiple aspects of the major program</p>	The assessment is reviewed and discussed for program evaluation and revision as necessary
Returning Alumni	x	x	x	<p>Indirect: Visiting department alumni engage with current majors and minors about their perceived quality of experiences with peers, faculty, and the program in general, as well as post-graduation success in the field.</p>	Share stories with current majors and minors to assist with their post-undergraduate preparation and outlook.

“IWU has amassed an exceptional faculty in all areas but particularly the pre-professional programs. I have researched our peer institutions carefully and the experience of other faculties as well as the student interaction with faculty at other institutions is of a much lower caliber to that of Illinois Wesleyan.”

(SSSC 2010 Student Survey)



Professional Programs

The professional schools at Illinois Wesleyan University strive to maintain a balance between meeting the expectations of accrediting professional associations and maintaining their own enthusiasm for immersing their students as much as possible in the liberal arts core of the University. Providing the requisite training for professional work after graduation along with the breadth of learning offered by General Education requires careful planning on the part of advisor and student, as well as careful attention from the faculty in these schools as to whether student need is being met as measured by both internal and external criteria.

The schools stand out by dint of their assessments at multiple stages of a student's career within that particular school. The School of Music, for example, makes a student's continuation into advanced courses contingent upon satisfactory appraisal provided at the end of the sophomore year. Review results may take three forms: approval to advance, conditional or probationary approval, or denial of advancement. Thus students are afforded an early and objective review of their talent and potential. The School of Theatre Arts conducts a similar sophomore review that concludes with an individual conference with a faculty member. This conference identifies a student's specific strengths and challenges and informs future curricular planning for the student. In order to identify issues involved with test taking or *lacunae* in students' preparation, the School of Nursing offers pre-exam testing in two courses before students sit for the final certification examination. The School of Art requires a sophomore exhibition at the end of the second year, providing faculty an opportunity to reflect with students on individual strengths and challenges as well as their own developing critical abilities. It is to be noted that all of these soundings of skill development occur well before or very early in the senior year, and all involve direct methods of assessment: juries, exhibitions, and/or testing. It is an examination of student work itself that offers faculty in these schools an opportunity to reflect on student development relatively early in the student's career.



Closing the Loop

Though the link between student learning outcome goals and assessment is drawn with different degrees of specificity, a culture of reflecting critically on the curriculum and student experience is well established in all schools, departments and programs, and there is extensive evidence that academic units respond to the feedback that they receive from their assessment processes, whether those processes are formal and direct or informal and indirect. A few examples of curricular innovation informed by careful planning and a sensitive analysis of information that has been gathered with reference to disciplinary trends, both outside and within the University, illustrate this feedback loop in action:

- The Political Science department has made two major curricular changes in response to student survey results. First, a research methods course was added to assist students in preparing for the Senior Seminar, first implemented in the 1990s. Second, a mandatory off-campus learning opportunity was added as a requirement for the major. This requirement allows students who are pursuing the major, but who do not expect to enter law school or graduate school upon their graduation, to investigate alternative careers where they can make use of the skills acquired as a political science major.
- The Religion department has identified a common textbook for its Senior Seminar and is using final seminar papers as a foundation for a portfolio of student work.
- Hispanic Studies department faculty were made aware, through exit interviews with their students, that a number of students wished to take courses that did not emphasize literary or cultural studies. The creation of Spanish 240 (Spanish for Social Justice) addresses that need.
- The Biology department, in analyzing the findings of its external review, realized that its introductory General Biology sequence was not serving the needs of its students well. Offered as a segmented, team-taught, two-course series, the curriculum has been redesigned and, as of 2011, two faculty will

be responsible for the delivery of the courses within a co-teaching structure, allowing for greater instructional continuity and more effective planning.

- The Mathematics department learned from exit interviews with graduating seniors that students desired more support on actuarial exams and more focus on applications in general. In response, the department approved a new course, “Regression and Time Series,” which uses statistics to solve a variety of real world problems.
- In the wake of a survey of best practices at peer and aspirant institutions, the History department decided to adjust its curricular requirements for majors. Beginning in Fall 2011, the department now requires students to take three 100-level courses in three geographic areas and to take at least one course in pre-1800 history.
- The International Studies program, drawing on data generated for its 2005 self-study, student performance in senior research projects, and senior exit interviews, determined that studying abroad for a semester added extraordinary value to the major curriculum. Consequently, the program revised the major in 2009 to require students to study abroad for at least one semester in an appropriate and approved program.
- In order to better prepare students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN), the School of Nursing has used the Health Education Systems Incorporated (HESI) assessment in both the fall and early spring terms to provide for an individual predictions of success. This testing is followed by an NCLEX-RN preparation program that may contribute to improved aggregate performance on the part of test takers.

These examples of programmatic curricular reform are indicative of the various ways in which serious curricular planning occurs. In some cases, faculty engage in curricular planning by working backward from the capstone or upper-level experience, focusing on expected student learning outcomes at the end of their undergraduate years. Senior seminars or off-campus learning opportunities are examples of this type of focus. For others, it is more important to make sure that students are acquiring disciplinary skills prior to the capstone experience. The common thread apparent in the examples above is that the faculty has a strong general sense regarding learning outcomes their students should experience, and they seek to focus upon revising specific curricular elements in support of those anticipated outcomes.

Institutional evaluation of the curriculum is a quotidian process. Approval for new courses, changes in course titles and content, General Education courses, May Term courses, changes in course requirements, the revision of existing major and minor programs, and/or the development of new programs is contingent upon successful peer review on the part of the Curriculum Council and agreement of the entire faculty. Proposals for courses that form part of University-wide programs are evaluated according to established criteria published in the Curriculum

Development Handbook. Proposals that are specific to department programs must speak to University guidelines involving the level at which they are proposed to be taught, the resource issues involved in their creation, development and implementation, and their significance to the curricular program with which they are associated. The evidence presented in support of new tenure line requests, summarized in the discussion of Criterion 2, can also involve discussions involving the curricular directions a new faculty hire might pursue. While making the case for tenure and promotion, faculty regularly include syllabi and assignments for review, and offer evidence for the importance of the courses they teach to their department, ancillary programs, and to the University more generally. Be it through environmental scanning, adherence to established curricular guidelines and protocols, or an appeal to the authority of specialized individual expertise, faculty members are required to make the case for course approval on its merits, offering information in support of their claims, which is then subject to peer scrutiny and evaluation. It is safe to conclude that at the institutional, programmatic, and course levels, faculty are intimately involved in the assessment of curricular and pedagogical initiatives designed to promote student learning.

Effective assessment of student learning at Illinois Wesleyan University is not simply a possibility or a goal; it is a real and visible component in the community's collective effort to enhance student learning. It is also clear that assessment occurs in numerous ways and in multiple contexts. Nonetheless, there are a number of challenges that, if addressed, would make current assessment efforts even more powerful and more effective. For example, faculty associated with some major and minor programs are farther along than others in developing program goals, assessment rubrics, and short- and long-term plans. It would therefore be useful if a centralized repository of assessment data along with a listing of short-term and long-term plans for majors and minor curricular programs was established. In addition, there is no clear mechanism in place for systematically sharing and using information as a basis for further assessment. The Self-Study Steering Committee (SSSC) therefore looks forward to the establishment of an assessment committee, as it views such a structure as offering supplemental assistance to ensure that assessment is conducted more effectively, that programmatic results are shared with peers and students across the campus with a greater degree of consistency, and that its presence will offer further support for strategic curricular decision-making. As has been noted, the creation of the Associate Dean of the Curriculum position has given impetus for important discussions involving strategic curricular planning, and assessment has always played a major role in these discussions. In the view of the SSSC, an active assessment committee would give further support and direction for these activities.

3b. The institution values and supports effective teaching.

The discussion of Criterion 1 highlights the importance of effective teaching to the University's Mission and its sense of integrity. Consequently, the University approaches the challenges of advancing teaching effectiveness deliberately and with an appreciation that, although teachers have numerous natural communicative, organizational, and cognitive gifts that influence their professional success, teaching well is not simply a natural occurrence. The assumption that teaching is a natural calling and that teaching skills are based upon inherent immutable strengths that one may or may not possess is simply not a defensible proposition. At Illinois Wesleyan, teaching is viewed as a craft that must be continuously refined. A commitment to teaching excellence therefore presupposes a belief in the importance of continuous improvement; it views evidence of one's effectiveness in contextual and transitory terms, and it associates accomplishment as a part of one's desire to improve throughout one's career.

It is for this reason that in the liberal arts setting at Illinois Wesleyan, effective teaching necessarily involves more than a set of skills for which one exhibits demonstrated mastery. In recognition of its complexity and in appreciation for the context in which undergraduate-level teaching within a liberal arts setting occurs, effective teaching is supported through active inquiry and repeated self-reflection. The same intellectual tools that are used to further disciplinary understanding in one's field of scholarly expertise can be applied to an analysis of one's teaching effectiveness. The connection between dispositions that embrace scholarly inquiry with those that express interest in improving teaching effectiveness is not accidental. The importance of engaging in scholarship in support of one's teaching is an important institutional value as expressed within tenure and promotion criteria, as well as more generally throughout the Faculty Handbook. It is this seamless connection that differentiates teaching at the liberal arts undergraduate level from that offered to younger students in compulsory public or private school settings.

Institutional support for teaching excellence begins with hiring outstanding faculty to accommodate the changing needs and interests of the University. The University strives to attain the ideal of a liberal education while providing unique opportunities with its distinctive curricula and programs. Position announcements stress the importance of upholding "...a tradition of teaching excellence and scholarly productivity." As hiring procedures have evolved, the University has consistently hewed to the principle of coordinating the various interests of departments, the general faculty, students and the University administration. The evaluation process for hiring prospective tenure-line faculty members includes input from the Provost and Dean of the Faculty, members of the search committee, the chair of the department, faculty within the department, and a faculty member external to the department. Other members of the University community, including department chairs, school directors, students, and program officers, have occasion to meet prospective candidates during campus interviews, and written evaluations are solicited from all of those on the candidate's itinerary. Although the hiring

“ Faculty meet on a regular basis to share information about teaching and learning.”

(SSSC 2010 Faculty Survey)

department, in consultation with the Provost's Office, determines a candidate's specific itinerary for the onsite interview, search candidates are generally expected to deliver a formal presentation, speaking about their scholarship and/or their teaching. A number of departments require their candidates both to deliver a formal talk and to teach a regularly scheduled class. On-site interviews are rigorous and last for at least a full day to a day-and-a-half. A significant component of one's job application is expected to include documentation of a candidate's teaching effectiveness, including course evaluations from a previous or current institution. The care that is taken to evaluate candidates for tenure-line positions reflects the institution's seriousness of purpose in selecting candidates who understand the teaching mission of the University and demonstrate the potential to deliver excellent teaching to our students.

A new faculty member arriving on campus is formally and repeatedly apprised of the institution's expectation for developing teaching excellence through Faculty Handbook language that addresses this concern (II.B.Article I) and in tenure and promotion guidelines, (IV.C.2). New faculty (tenure line and visitors) also participate in an extensive year-long orientation program where strategies for enhancing teaching effectiveness are shared. During their first orientation session, they are introduced to new colleagues who are experienced teachers and who offer advice about University expectations for student achievement; they have lunch with undergraduate students who discuss their expectations for professorial behavior; and they learn about the general profile of the University student body from the Director of Counseling Services and the Dean of Admissions. In 2009-2010 and 2011-2012, they collectively read Ken Bain's *What the Best College Teachers Do* that served as a source of discussion during subsequent meetings. They meet with members of the UCD and discuss strategies for addressing diversity issues within the classroom and also share advising, grading, and syllabi construction concerns. New tenure-line faculty are assigned an experienced mentor from outside of their department, who offers advice and support on a confidential basis during the academic year. Mentors are selected from a list of previous teaching award winners and are among the most respected faculty on the campus. As peer bonding often occurs during one's first year at the University, the group is encouraged to meet together on a more informal basis during their second year, where initial discussions involving curriculum, pedagogy, and student needs are extended.

The faculty development opportunities that are designed to enhance teaching effectiveness are by no means limited to new faculty. Numerous workshops are held for faculty regardless of rank or time served at the institution. The opportunities described below illustrate how faculty development initiatives contribute to teaching improvement:

Campus Workshops

- Workshops are regularly held for new Gateway instructors where course expectations, syllabi construction, and best practices involving writing and critical thinking assessments are discussed. The Gateway Colloquium seminar, which is limited to 15 or 16 first year students, emphasizes the teaching of critical thinking through writing and is the first of three required writing intensive courses offered during a student's time at the University. Although there are formal expectations for assignment work that are enumerated within the University General Education Handbook, because this is the one course that formally and directly introduces students to the University's academic expectations, its conceptual importance is widely understood. However, since individual faculty address course goals through themes and topics specific to their own interests, according to their own pedagogies, it is essential to address issues of comparability with particular regard to assignment and assessment rigor. All instructors who teach a Gateway Colloquium for the first time are required to attend a workshop directed by the Writing Center Director. During these sessions, actual student papers are graded and normed, with the resulting discussions not only addressing issues of student writing per se, but also raising interesting concerns involving more global aspects of student learning.
- With the acquisition of the Mellon Foundation Writing Grant, a series of workshops concerning the teaching of writing across the campus were held from 2008-2009 through 2010-2011. Among other issues, these workshops specifically addressed discipline-based writing as well as the use of information literacy in designing writing course. Nationally prominent external speakers, including Professors Bill Condon of Washington State University, Bob Broad of Illinois State University, Chris Anson of North Carolina State University, and Molly Costanza Robinson of Middlebury College, participated in these workshops.
- The Instructional Technology office and the Mellon Center for Faculty and Curriculum Development regularly offer workshops to faculty in support of teaching improvement. For instance, given the marked jump in the number of faculty (over 50%) using Moodle software as a course management system, it was decided to offer workshops explaining how the tool could enhance classroom instruction by informing faculty of initiatives undertaken by their peers. Sessions have been held over the past two years where faculty share their efforts to establish robust chat rooms and discussion forums for their students, where they have used the software to deliver online quizzes and exams that can be easily graded, where they have incorporated visual imagery, film, and audio tapes to facilitate formal readings, and where they have established blogs and less conventional spaces in support of student writing. A similar set of regular workshops has focused on the advantages of using the Google Docs software. Cognizant of the fact that faculty have

specific technology needs, IT staff in 2010-2011 created a series of Tech Thursday sessions, where faculty drop in for twenty-minute periods and learn skills that can be used to specifically support their teaching. In 2011-2012, a program examining the use of mobile computing in support of classroom instruction was implemented.

- The Thorpe Center, a collaborative endeavor between Information Technology Services, the Mellon Center and The Ames Library, offers support for the use of technologies inside and outside of the classroom, assistive technologies, and digital video editing to expedite the integration of audio and video into presentations and projects. In addition to the IT workshops described above, throughout the year, workshops are offered where faculty and staff share their technological expertise and discuss relevant applications for their work. These efforts are further supported by the University's Teaching, Learning, and Technology Roundtable (TLTR), a group that includes members from constituencies throughout the campus and meets regularly to facilitate the use of technology. The IT staff serve regularly with faculty on TLTR and has encouraged members of the TLTR to participate in EduCause webinars. TLTR members have themselves offered informal "non-org" talks to the faculty regarding relevant issues involving the interface between technology and pedagogy and in 2011-2012, they evaluated proposals for using innovative technology in the classroom, with three award winners receiving iPads for their successful proposals.

Below: The director of the National Library of Morocco in Rabat, Abdelati Lahlou (second from the right), spoke with members of IWU about the preservation of historical manuscripts dating back to the 12th century. Pictured with him are (left to right) Ilaria Ossella-Durbal, Abigail Jahiel, Lynda Duke, Zahia Drici and Carolyn Nadeau.



Two-day Campus-wide Workshops

Two day campus-wide workshops involving faculty and staff were held in June 2006, 2007, 2008, and 2011, where themes involving sustainability, the changing nature of technology, globalization, and the assessment process were discussed among all of these constituencies. In addition to infusing these themes more broadly in curricular efforts, the workshops raised awareness of specific issues related to embedding the University Mission into campus culture and activities. For example, the decision to create a faculty/staff travel seminar to Morocco in 2009 was heavily influenced by discussions held during the globalization workshop in 2008. Greater awareness of sustainability issues that arose as a result of

the sustainability workshop in 2006 contributed to the successful implementation of a geo-thermal heating system in the University's newest building, the Minor Myers, jr. Welcome Center. The most recent workshop on assessment allowed faculty to share departmental and programmatic assessment plans across the campus.

Teaching Circles, Reading Groups and Teaching Colloquia

In an effort to promote developmental feedback on faculty members' teaching practices, the Mellon Center sponsored teaching circles for the 2009-2010 and 2010-2011 academic years. Under this program, groups of three faculty members from different departments visit each others' classes and offer constructive feedback with regard to syllabi and assignment construction and the use of pedagogical methods in a live classroom situation.

Faculty and staff members also have the opportunity to join organized reading groups in which they collectively read a number of books and/or articles on a common theme and topic. Support for this program is provided by the Mellon Center. In 2009-2010 and 2010-2011, Social Science and Higher Education reading groups were the most active, involving approximately 20 faculty and staff members each.

In Fall 2011, a "Ways of Teaching" colloquium series was established, allowing faculty to share new pedagogical and curricular initiatives and ideas with one another. This series, along with the more established Faculty Colloquia, described in more detail in the discussion of Criterion 4, represent an additional way in which the faculty and the University as a whole recognizes the importance of outstanding teaching and its connection to scholarly engagement.

Inter-institutional Faculty Development Opportunities



- Midwest Faculty Seminar: "The Midwest Faculty Seminar⁵ brings faculty members at the University of Chicago into continuing conversation with faculty members at private liberal arts colleges. [It] now includes 24 liberal arts colleges and the University of Chicago." Illinois Wesleyan University has been a longstanding participant in this program and since 2009, nine IWU faculty members have attended different faculty seminars.
- IWU-ISU faculty workshops: Beginning in 2009, annual workshops have been sponsored by the IWU Mellon Center and the Illinois State University Center for Teaching, Learning and Technology for faculty from both campuses. These joint workshops support teaching improvement through the sharing of ideas and strategies among the institutions' faculties. Although the universities differ tremendously in size, mission, student body, etc., many faculty of both institutions are seriously concerned about enhancing student learning. In 2009-2010, two workshops were held, one on each campus, where faculty discussed common readings, case studies, and shared experiences in dealing with students with hidden disabilities. Many of the readings focused upon universal design principles in higher education, but what was also useful were shared experiences involving disability sensitivity, legal issues involving appropriate student accommodations, etc. In the spring

⁵ <http://mfs.uchicago.edu/pages/about.html>

of 2011, a workshop addressed issues focused on teaching international students. In this session, international students from both institutions spoke of their own experiences negotiating different educational systems with their culturally specific curricular and pedagogic expectations. An example of student writing was analyzed, not so much for its mechanical and grammatical errors, but for the cultural assumptions embedded in notions of audience and organizational structure. Fourteen IWU faculty attended the two workshops in 2009-2010, and 11 attended the workshop in 2011. A joint workshop investigating the uses of mobile technology in the classroom is being planned for 2012.

- **Teagle Workshops:** The University has participated in two Teagle Foundation grant programs. The first, conducted from 2005-2009, involved the collection and analysis of data focusing upon student writing, critical thinking, and civic engagement. Ten IWU faculty participated in three workshops where data with all consortium members (IWU, Augustana, Luther, Alma, Gustavus Adolphus, and Wittenberg Colleges) was analyzed through student paper assessment based upon rubric scoring. IWU faculty played a lead role in creating the rubric used for the critical thinking assessment component. In 2009, IWU joined the other colleges and Washington and Jefferson College for a second Teagle Foundation grant, lasting three years, where the need to employ high impact learning practices through one's teaching while balancing time and work pressures resulting from such activities is being analyzed. With the receipt of this grant, eight faculty were funded in two person teams for two years to develop curricular projects that included high impact learning activities that would also serve as models for curricular innovation across the curriculum. IWU hosted a workshop for representatives of all consortium members in the fall of 2009. In June 2010, three faculty participated in a workshop held at Luther College to discuss institutional progress in implementing the grant at the various campuses. In 2011, the Associate Dean of the Curriculum funded a mini-grant program that encourages selected faculty to work closely with the IWU Action Research Center in developing internships as well as curricular and co-curricular activities that advance civic engagement priorities.

International Faculty Development Opportunities

- IWU operates its own island study abroad programs in London and Barcelona (previously Madrid) where students can study for an entire semester under the directorship of an IWU faculty member. The Madrid program was suspended for the spring of 2010, due to concerns regarding the expense of its operations, and a new program in Barcelona was created for the spring of 2011. Faculty directors, who are selected on a competitive peer-review basis, teach one class and are responsible for the administration of the programs on the ground level. Since their inception in 2000 (London)

and 2005 (Madrid/Barcelona), 17 faculty have had the opportunity to direct and teach in these programs.

- Individual faculty members also have the opportunity to participate in study abroad travel seminars sponsored by private program providers. Over the past three years, three faculty have participated in such seminars. They also have the opportunity to make site visits at international study abroad centers in order to evaluate those programs. A competitive program sponsored by IWU offers up to \$500.00 for faculty who are in the region to conduct a specific site visit and write a report to the International Office. Twenty-one faculty have participated in the IWU site visitation program.
- In 2009, five faculty and three staff members participated in a study abroad travel seminar to Morocco. Since that time an institutional agreement with Al Akhawayn University has been signed that will allow faculty from both campuses to teach and conduct research for specific periods of time on the sister campus.
- Each year, one faculty member takes two students to Japan for a two-week period as part of an exchange funded by the Tanaka Foundation of Technos College in Tokyo. All expenses are paid by the Tanaka Foundation and IWU with the stipulation that the faculty member has not previously lived in or spent a significant amount of time in Japan. Faculty applications, which must indicate how the experience will contribute to the faculty member's teaching, are peer-reviewed and are chosen on a competitive basis.
- As an institutional member of ASIANetwork, IWU faculty members are eligible to apply for faculty development programs sponsored by that consortium. Since 1998, five faculty have received Freeman Foundation Fellows grants to take students to Asia, where they have jointly conducted research during the summer. In addition, one faculty member was selected in 2011 to participate in a newly created India Seminar, composed of faculty from a number of ASIANetwork liberal arts colleges who traveled to India for three weeks.
- During the fall of 2010, seven faculty members participated in an international conference on Globalization and Childhood. The conference, organized by an IWU professor who is an international expert in the area of Russian Children's Literature, was co-sponsored by IWU and ISU. In September 2011, six participating IWU faculty attended a follow-up conference in Moscow and St. Petersburg.

Table 3-5: Curriculum and Instructional Development Grants

Year	CD	ID
2002-03	\$34,000	\$ 5,882
2003-04	\$50,937	\$2,941
2004-05	\$17,415	\$1,000
2005-06	\$33,434	\$1,250
2006-07	\$28,234	\$2,000
2007-08	\$36,500	\$3,386
2008-09	\$30,829	\$ 979
2009-10	\$32,687	\$2,293
2010-11	\$28,000	N/A

CD: Maximum award = \$2,000;

ID: Maximum award = \$500.

Speaker Series and Additional Development Resources

Individual departments and programs regularly invite to campus speakers who offer disciplinary and interdisciplinary insights. Since the fall of 2009, the Mellon Center has sponsored five noted speakers to address teaching and faculty development and issues. They include Kathleen McKinney, Professor of Sociology at ISU and a leader in the Scholarship of Teaching and Learning Movement; Mary Huber, Senior Fellow Emerita from the Carnegie Foundation for the Advancement of Teaching; Carol Colbeck, Dean of the School of Education at the University of Wisconsin-Milwaukee; and Chuck Darrah, Professor and Chair of Sociology at San Jose State University. They all spoke about strategies for addressing work and personal life balance issues. In addition, Professor Mary Beckman, Associate Director of the Center for Social Concerns at Notre Dame University, spoke to different faculty groups about methods for enhancing teaching and research by involving students in civic engagement activities.

The Mellon Center website⁶ hosts a variety of resources for faculty development. A list of teaching resources including blogs, articles, teaching center webpage addresses, and best practices links is hosted at the Associate Dean of the Faculty link. A chairs' handbook, including relevant documents, dates, and best practices suggestions was completed in 2010 and is available on the Mellon Center website. Assessment tools and information regarding best practices are available on the Associate Dean of Curriculum link.



The internal grant programs that support faculty development in the broad sense of the term have been noted in the discussion of Criterion 2 and have been mentioned in other sections of this report. But the curriculum development (CD) and instructional development (ID) grant programs are noteworthy in their specific support for curricular and pedagogical innovation. CD grants have encouraged the creation of new courses and the revision of existing curricular programs; ID grants have allowed faculty to purchase equipment or bring in guest speakers to supplement their course offerings. CD grants include funds for stipends or budget items, while ID grants allocate funds for budget items only. Together, they represent significant institutional support for curricular and pedagogical innovation. Their importance is also noted in the discussion of Criterion 4.

Whereas the IWU internal grants programs are meant to reward faculty with modest sums to pursue their teaching and scholarly goals, the Office of Sponsored Programs and Foundations Relations assists faculty who desire to pursue external funding for their work. Staff members from the office meet with new faculty to discuss grant-writing strategies; they also directly assist faculty of all ranks in crafting their grant proposals and provide feedback with regard to the interpretation of initial reviewers' comments when resubmissions are in order. Two recent grants stand out. One is a Title VI Department of Education grant to the

⁶ www.iwu.edu/melloncenter

University to develop Asian Studies on campus. Under this grant, six new courses have been developed in three departments, eleven courses have been substantially revised, and nine Study in Asia Scholarships have been provided to students for a semester. The other notable grant, in excess of \$451,000 from the National Science Foundation, was awarded to a team led by IWU physics professor Gabe Spalding to improve laboratory instruction in physics for undergraduate college students in the United States. This project was developed in response to a national survey of laboratory instructors spearheaded by Professor Spalding.

Institutional support is also offered to faculty who participate in May Term programming. May Term, where students take one course intensively over three and a half weeks and receive the equivalent of semester credit, is designed to promote curricular and pedagogical innovation. To that end, the May Term office offers faculty assistance in planning and managing travel courses and the University also allows faculty to teach a May Term course as part of their regular teaching load. The demands of teaching on campus during the May Term are significant, given the intense curricular planning required for a three-hour-a-day, five-day-a-week schedule. However, the program offers instructors and students an opportunity to engage in sustained learning activity that is not conducive to shorter contact hours. For instance, several courses involve film study and encourage students to shoot and edit their own films. Travel courses offer the students an opportunity to engage in sustained experiential learning; instructors integrate formal learning assignments into the travel experience or provide a coda that helps students systematically analyze the experiences they have witnessed. By way of example: in recent years, students participating in specific May Term courses have learned about modern Chinese history through interacting with peers at Peking University; they have lived in poor urban areas and have then attended relevant Congressional legislative hearings in Washington, D.C.; and they have participated in the creation of public musical and dance performances that reflect Latin cultural norms, after learning about the interconnection between politics and art in South America.

Institutional support for faculty travel, noted in the discussion of Criterion 2, has allowed faculty to actively participate in their professional associations. Demonstrating an institutional belief in the importance of sustained engagement with members of one's discipline, the University provides differential allocations to those who present their work at national or international meetings, or those who are actively involved in leadership roles within their associations, as opposed to faculty who simply wish to attend a meeting. As noted previously, IWU faculty continue to be able to participate actively in the most important of their meetings despite the elimination of funding for extraordinary travel in light of budgetary pressures. The amount of funding available to individual faculty members in comparison with that offered at peer and aspirant institutions is in the mid-range. As noted in the discussion of Criterion 4, some faculty who regularly attend multiple conferences annually have expressed a strong desire in the SSSC Survey to increase travel funds to accommodate their needs. Nonetheless, it is not surprising that a number of talented faculty have taken advantage of the opportunities for professional travel funding

“We try to hire excellent teachers from the start and always keep our finger on the pulse of student evaluations and comments regarding the effectiveness of different learning environments we’ve created for them.”

(SSSC 2010 Faculty Survey)

“We have high expectations of each other with regards to teaching.”

(SSSC 2010 Faculty Survey)

“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.”

(SSSC 2010 Staff Survey)

and have assumed leadership roles within their national and international professional organizations. Their number include the current Executive Director of ASIANetwork, the Past-President of the Advanced Laboratory Physics Association, and the President of the John Updike Society, to name a few. While the academic accomplishments of the faculty are quite numerous, noteworthy among their ranks are multiple Fulbright award recipients and a Guggenheim award winner.

Finally, pedagogical and curricular innovation is supported through budgetary allocations that allow curricular programs to hire student tutors and instructional staff. The University Writing Center, for example, trains tutors who assist students with their writing for various courses, including, but not limited to, Gateway Colloquia and writing intensive courses. Departments such as Hispanic Studies, Modern and Classical Languages and Literatures, Philosophy, Biology, Mathematics, and Chemistry also employ student tutors to assist students who need extra help mastering the concepts and information germane to specific

areas of study. In addition, select departments are able to hire instructional staff who assist in operating science and language laboratories or coordinate placements for students in professional programs in need of field experiences. Their presence allows faculty to be aware of students who may need extra assistance or allows faculty to concentrate upon teaching improvement without having to spend time engaged in routine tasks that are related to, but may not be central to their work.

Of course, offering support to enhance the effectiveness of teaching is not equivalent to evaluating and formally recognizing effective teaching. The latter is accomplished through the tenure and promotion process and the designation of deserving faculty as recipients of endowed chairs and professorships. Guidelines to department chairs from the Promotion and Tenure Committee, for example, speak directly to the evidence for teaching effectiveness a candidate needs to present, as well as how the department chair should address Committee concerns:

Are there special roles the candidate fills in your department or school? Does s/he teach courses that few others can? Has s/he been responsible for developing new courses or programs? Does s/he bear any special responsibility in advising students, working with student groups, or acting as a liaison to individuals or groups outside of your department or school? Does the candidate teach courses that students find unpopular because the courses are required and challenging?

The Committee recommends the supervisors conduct a careful reading of students’ course evaluations and synthesize those comments in their letters.

Concrete details on the candidate's teaching abilities are very helpful whereas broad descriptions without specific examples to back them up are not. Broad sweeping, enthusiastic observations ring hollow, the more detail the better. A description of what you have observed during classroom visits is especially helpful.

The Committee appreciates your situating the candidate's teaching and scholarship in a context that people outside the discipline can understand. Think about your audience as being as far away from the discipline as possible.

Please comment on the candidate's teaching according to the levels or clusters of the courses they taught. For example, you might organize your discussion around; general education courses v. major courses, lower level v. senior level, required v. elective courses, etc. Is the candidate's instruction level appropriate? Do lower level classes establish appropriate levels of groundwork for advanced courses? Does the candidate's teaching include appropriate levels of rigor for the level of the course?

The Committee would like to see an assessment of the candidate's development of their teaching over a course of time, including an understanding of its trajectory. For example, did s/he come from a large school where the candidate taught large lecture classes and had to adapt to teaching a small seminar class at IWU? Please talk about the rigor of the courses as evidenced through class visits, syllabi, assignments, exams and evaluations. Do all of these items taken as a whole demonstrate the same level of rigor: Do they seem to be in agreement? (Promotion and Tenure Handbook).

What is especially noteworthy within these guidelines is the expectation that all candidates demonstrate the ability and willingness to teach students at different levels, that their expectations for student performance are rigorous and appropriate, and that a case be made for their effectiveness over time, rather than in a few specific instances. An evaluation of candidates' teaching further requires the use of multiple assessment measures, including a self-assessment based on the various data.

Receiving the award of an endowed professorship or chair is perhaps the highest honor that the University can bestow upon a faculty member. The standard criteria for receipt of such an honor, in addition to specific criteria that might be stipulated by the donor, not surprisingly involve outstanding accomplishment in teaching, scholarship, and service, with all successful candidates demonstrating excellence in each category. Teaching excellence here is defined as, "Mastery of teaching at all levels, from introductory to advanced level courses, and a sustained record of active engagement of students in the cutting edge issues of the discipline by involving students in scholarship and/or artistic activity. The successful candidate

should be widely recognized as a role model for teaching on this campus.” (Faculty Handbook, Ch IV.D) It is useful to recognize that, unlike some of its counterparts, Illinois Wesleyan University values teaching excellence as much as scholarly and/or artistic accomplishments in its criteria for awarding endowed professorships. This criterion reflects the value the institution places upon its support for recognizing teaching excellence.

Table 3-6: Level of Academic Challenge Benchmark

Level of Academic Challenge	2004	** 2005	** 2006	** 2007	** 2010
IWU	58.7	60.6	57.6	58.8	62.1
NSSE National	57.6	56.5	51.7	55.6	57.5

* $p < .01$; ** $p < .001$

Definition: *Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.*

Level of Academic Challenge Items:

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

Finally, it is worth re-asserting the role and importance of peer review in faculty development at Illinois Wesleyan University. In the same way that peer review is an essential element in determining the worthiness of one's scholarship and/or artistic performance, teaching excellence is enhanced at IWU through peer evaluation and peer support. The processes through which teaching is evaluated for reappointment (adjuncts and visitors), for tenure and promotion, for the receipt of a sabbatical or junior faculty leave, or through the post-tenure review process all involve a crucial faculty peer review component in determining teaching effectiveness and potential for improvement. It is evident in decisions involving the awarding of endowed chairs and professorships where teaching excellence is a primary consideration and also through the formal recognition award given to teacher of the year recipients. Peer review is used to select faculty who participate in the annual Faculty Colloquium series as well. As noted in the discussion of Criterion 2, the peer review process extends to decisions involving the receipt of internal grants in support of artistic and scholarly development and curricular development. In less formal settings, faculty share ideas during faculty development workshops and offer advice and assistance to one another through mentorship, teaching circle, and new faculty orientation programs.

The success of these efforts is evident in the National Survey of Student Engagement (NSSE) benchmark data. IWU students have repeatedly indicated that the level of academic challenge they experienced at Illinois Wesleyan University was high, in comparative scores that exceeded the NSSE national average, as the table above attests.

With regard to the extent to which the University supports active and collaborative learning and the degree to which the University created a supportive campus environment, senior responses from 2004-2010 closely mirrored national NSSE averages as indicated below.

Table 3-7: Active and Collaborative Learning Benchmark

Active & Collaborative Learning	2004	2005	2006	2007	2010
IWU	52.8	53.6	49.9	50.3	50.9
NSSE National	51.4	51.5	50.4	50.1	51.4

* $p < .01$; ** $p < .001$

Definition: Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

Active and Collaborative Learning Items:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g. service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

Table 3-8: Enriching Educational Experiences Benchmark

Enriching Educational Experience	2004	** 2005	** 2006	** 2007	** 2010
IWU	52.6	53.3	49.5	51.1	53.1
NSSE National	40.9	42.1	39.9	39.9	40.5

* $p < .01$; ** $p < .001$

Definition: Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

Enriching Educational Experiences Items:

- Hours spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc. Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g. listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

To be sure, learning occurs in many ways throughout life and its effects are apparent whether that learning occurs under intentional or unintentional conditions. One does not need to be exposed to formal instruction in order to learn. It is our hope that we give students the space and encouragement to learn on their own. However, learning is enhanced through exposure to purposeful teaching activities that are designed in planned and systematic ways, that include clarity with regard to expectations for learning outcomes, and involve ways of determining whether or not students have met such expectations. A major virtue of the Illinois Wesleyan learning environment is the intimacy within which teaching and learning occur. Because of generally advantageous class sizes, because the community is small enough so that it is expected that one will know one's students well enough to gain a sense of their learning styles and capabilities, and because it is easy to meet colleagues throughout the campus with similar interests and teaching insights, the University is able to successfully address the high expectations for teaching effectiveness that it is committed to achieve.

3C. The organization creates effective learning environments.

The formative experiences that shape the lives of undergraduates who reside at small liberal arts residential institutions are often powerful and transforming. Whether they are curricular or co-curricular or whether they involve faculty and staff or fellow students, the cumulative effect of a student's time spent at such an institution is deeply influential and often profoundly moving. This is why it is common to see IWU graduates assume leadership roles throughout their future lives. The fact that significant learning occurs in so many varied domains within the undergraduate experience is not accidental though, for it requires concerted planning and coordination based upon informed assessments of best practices as they relate to the differing environments within which our students interact. The discussion below outlines IWU's attention to these challenges in terms of the specific learning environments that the University regards as central to its institutional identity: the curriculum, close individual attention and research opportunities for students, and opportunities to learn beyond the classroom.

Curriculum

A brief discussion of changes that have occurred within the University's General Education, May Term, Study Abroad, and interdisciplinary programs demonstrates how careful planning based upon data collection and analysis has informed curricular development in line with the University's Mission. Though the General Education program is described more fully in the responses to Criterion 3(a) and Criterion 4, it is useful to note here the range and interdisciplinary nature of the categories in which students are required to take courses: Analysis of Values; Arts; Contemporary Social Institutions; Cultural and Historical Change; Formal

Reasoning; Intellectual Traditions; Literature; Natural Sciences (one class in the physical sciences, and one in the life sciences; one class must include a lab, the other must be an 'issues' course). (For a full description, see 2011-2012 University catalog.) In addition, students are required to demonstrate second language proficiency at the three-semester level and writing competence through the completion of three Writing Intensive courses. Finally, they are required to complete two flagged courses that address topics focusing upon U.S. and Global Diversity. Generally, students complete 11-13 courses within the General Education program. The interdisciplinary nature of the program categories as well as the fact that at least some courses can count toward both the General Education program and the student's major course of study allows for some programmatic flexibility.

Although students are not required to complete a May Term course, that program is extremely popular. Its distinctiveness lies in its "emphasis on immersion in learning," with a focus on curricular experimentation, crossing traditional boundaries, student/faculty collaboration, intellectual transformation, and/or service. With an average class size of 12, it offers students the opportunity to learn in intimate and supportive settings. There have been a number of challenges in developing a program that is both innovative and appropriately rigorous while also being accessible and cost effective. These challenges have been addressed periodically through the program's evolution. Issues of access and cost effectiveness have arisen because in its inception no extra fees were charged students who participated in the May Term program. As a result, student demand for May Term courses was and has generally remained quite high, with a significant number of adjunct faculty hired to fulfill that demand. Of course, due to its experimental nature, it is in the institution's interest to hire instructors with unique talents and gifts in support of the May Term philosophy. However, a number of courses were developed to also meet General Education requirements and the questions as to whether the unique nature of the May Term philosophy was being compromised, or whether the courses offered during May Term were fully deserving of course credit equivalent to that offered to semester length courses have been raised. Other issues have arisen with regard to the management of May Term travel courses, whose numbers have declined somewhat in the aftermath of the 2008 recession.

The University has responded to these challenges through careful planning based upon data gathered through environmental scanning. In 2007, in response to concern expressed through Student Senate, the administration enforced policy guidelines that privileged students who had never before taken a May Term course when registering for May classes. In 2011, after examining comparative tuition costs at local and regional community colleges and state institutions for summer courses, a \$500.00 fee was imposed upon students taking on-campus May Term courses. Although that fee resulted in fewer students enrolling in the program, it is expected that the program will regain its popularity as students and parents become more used to the new fee structure and understand its comparative value.



Above: While studying at IWU's Spain Program during the spring of 2011, Mandy Kompanowski '13 photographed this spectacular shot of a festival in Valencia, Spain.

With the creation of the Associate Dean of Curriculum position, where the May Term and Study Abroad offices are now overseen by a single administrator, there has been greater coordination in support of faculty participating in May Term travel courses so that best practices involving study abroad situations, familiar to study abroad professionals, are shared with the faculty. This has proven particularly useful with respect to insurance and liability issues. At the same time, under the direction of the Associate Dean of the Curriculum and the faculty May Term Advisory Committee, evaluations of the entire May Term experience are solicited and reviewed, and as a matter of general procedure, new May Term courses are subject to Curriculum Council approval. The need to balance concerns for course rigor while maintaining the commitment to innovation is an ongoing concern, but it is being addressed in increasingly systematic terms.

The University's success in promoting study abroad opportunities for its students has been previously noted in the discussion of Criterion 1. Because the nature of international education is subject to rapid change, it is extremely important to keep abreast of new trends to successfully confront existing and future challenges. Study abroad at Illinois Wesleyan includes the short-term course, usually completed as a May Term travel course or a summer course at another institution for which a student receives University course credit, participation in one of the University's semester-long island programs in London or Barcelona, enrollment in a private provider program, or participation in an exchange program with one of the universities with which IWU has a formal agreement. Over the past ten years, IWU has sent between 112 and 151 students on semester-long (or summer) programs annually. Students from 34 majors or minors have studied abroad in 51 countries. From 2000-2010, the most popular countries in which students have studied are Spain, France, Italy, Denmark, and Austria and the percentage of students studying abroad is nationally significant. IWU's strategy of offering options in the island, short-term, private provider, and exchange agreement categories reflects national trends, although unlike the experiences of some institutions, these options are growing rather than shrinking in the aftermath of the 2008 recession.

The Illinois Wesleyan London and Barcelona programs are open to all students and are not language-intensive. They are designed to attract University undergraduate students at the lower levels who may be interested in international study, but who are reluctant to study in a unfamiliar environment so soon after having entered IWU. An Illinois Wesleyan faculty member is selected to serve each year as director through a competitive peer-review process. In addition, this faculty member offers one course in the program. Courses are registered as University courses, and may count for general education credit as approved by the faculty. Students who participate pay a program fee in addition to University tuition and housing although this fee may vary each year depending on differing exchange

rates. Each program has undergone review in the past four years resulting in significant changes. The London program was reviewed in 2007, and a rebidding process was initiated resulting in awarding the contract to the American Institute for Foreign Study (AIFS). This change strengthened the program while relieving the program director of certain administrative duties and allowing her or him to focus more on the academic content of the program. The rebidding process also resulted in considerable cost savings for the University.

In 2005, the University established a second island program in Madrid. Due to budgetary pressures, the program was suspended in 2010 for one year and restructured for 2011. During the 2010-2011 year, faculty committees and the administration evaluated options with regard to the Madrid program. After careful review, it was determined that costs could not be cut without adversely affecting the integrity of the Program and that maintaining an institutional presence in Spain was an important part of the “supporting global awareness” aspect of the University Mission. The University then reviewed alternative proposals from organizations in Madrid, Grenada, and Barcelona and selected the Barcelona option, enabling the University to keep its presence in Spain while reducing programmatic operating costs. Students who participated in the program under its Barcelona iteration were able to contribute to its first successful semester during the spring of 2011.

Most students who study abroad do so under the aegis of a private provider organization (Council for International Educational Exchange, IES Abroad, School for International Training, etc.) or study at a university with which Illinois Wesleyan has an exchange agreement (Keio University, Japan; Pembroke College, Oxford University; Al Akhawayn University, Morocco). As the University continues to develop additional exchange agreements, the expanded opportunities for study abroad and other forms of cross-cultural exchange will further enhance its importance as a significant part of the curriculum. We know that study abroad experiences often involve high impact learning; we also know that typical challenges including culture shock and reverse culture shock are ones that our students regularly negotiate. The University International Office works closely with students, offering assistance with advising prior to their departure, making them cognizant of scholarship opportunities, sponsoring study abroad fairs where representatives speak about their own programs, while also encouraging blogging and photo contests as vehicles for addressing culture shock and reverse culture shock perceptions. In addition, the International Studies faculty have worked with the International Office to promote events such as “The Road Less Traveled,” where former students who have studied in the developing world share their experiences with peers who are contemplating similar ventures. Such activities not only give space to returning students where their experiences are formally validated, but they encourage students to consider less Euro-centric options when thinking about



Above: Associate Professor of Business Administration Fred Hoyt began taking students on month-long study-abroad trips in 1993 with destinations such as Europe, Asia and Australia. He has traveled to approximately 30 countries with students during various business study-abroad courses.

“*The study abroad program, work study, and my academic programs and advisers give me more attention and help than I could have thought.*”

(SSSC 2010 Student Survey)

study abroad possibilities. The University president also regularly hosts a dinner for returning study abroad students. As is true for many high impact learning experiences, their integration with the formal curriculum is necessary so that newly found understandings can be appropriately placed within larger conceptual frameworks. It is significant that a number of formal programs require or strongly recommend study abroad experience as a necessary pre-requisite to more fully appreciating the academic nature of the course of study.

Curricular innovation, informed by careful planning and a sensitive analysis of information that has been gathered with reference to external trends or those specific to the University, is also reflected in the University's deliberate approach to the creation and development of interdisciplinary programs. Since 2002, the University has moved ahead on several fronts, responding to national educational trends, institutional mission, and student demand. In 2003, Women's Studies, an interdisciplinary program since 1993, became a major as student numbers in the minor increased. At the time of the major design, special attention was paid to several factors that would support on-going assessment of the program, including student surveys in key courses and a senior capstone course with review of the seniors' papers. In 2005, the Environmental Studies program, established in 1998, was accepted by the faculty as a major. As noted in the discussion of Criterion 2, the program provides the central institutional vector for the University's commitment to sustainability. The major was designed on the basis of an extensive faculty-led process of comparison and benchmarking with IWU's peer and aspirant institutions. A similar close cooperation between faculty and administration marked the adoption of the African Studies concentration in the International Studies major in 2005, the establishment of the Chinese language program in 2008, and the Asian Studies proposal funded by the Department of Education in 2009. The African Studies concentration followed the strategic hiring of three new faculty – one in French and Francophone Studies, one in Anthropology, and one in Political Science. In the case of the Chinese language program, the International Studies program worked closely with the Modern and Classical Languages and Literatures program to develop a pilot program which could service both the languages program and the Asian Studies concentration.

Although the interdisciplinary programs have generally been a remarkably successful addition to the curriculum, they have consistently been constrained by their dependence on other departments for faculty participation and course delivery. At times, this 'poor cousin' status has made it difficult for some programs to meet their curricular needs or to plan effectively for future development. As noted previously, however, the University took a major step towards remedying this situation in 2011, when the faculty voted to allow interdisciplinary programs to apply for their own faculty lines.

The value of high impact learning practices is widely recognized throughout the higher education community, whether they involve undergraduate research, learning communities, common intellectual experiences, capstone courses, civic and global learning, collaborative assignments, information literacy, etc. Through a second Teagle grant beginning in 2009, Illinois Wesleyan University has participated in a study to determine whether these practices can be initiated without adding to one's workload. Four teams of two faculty submitted internal proposals that were peer reviewed and approved. Those projects included emphasizing the acquisition of information literacy in an environmental studies senior seminar, teaching students' time series analysis to be applied to civic engagement projects, creating a learning community among Educational Studies students, and discussing diversity to a select group of students during a pre-orientation session and their subsequent first year. The creation of such high impact learning practices poses ever-present challenges for faculty, who continue to attend to the demands of regular teaching, scholarly and service responsibilities. Coping strategies have been shared, yet they have not mitigated the demands that these practices present. Nonetheless, these projects represent only some of the innovative efforts that the IWU faculty members use in support of student learning. The institutional challenge is one of rewarding such efforts on a regular basis (not simply through the receipt of grant funding) while creating the time and space to allow even more faculty to participate in such ventures.

Close Individual Attention and Research Opportunities

As noted, the IWU faculty prize the opportunity to work closely with individual students and this sensibility is reciprocated by students, as evidenced by the data from student and alumni surveys.

2007 IWU Identity Survey: Highly Rated Attributes

Attributes Identified by Students

- *Small class size allows for personalization and active student participation*
- *Students receive personal attention from the faculty*
- *Access to technology*
- *Intellectually challenging academic programs*
- *Success of graduates*
- *Friendliness of campus community*

Overall satisfaction rate = 7.5 on a 10-point scale

Attributes Identified by Alumni

- *Small class size allows for personalization and active student participation*
- *Students receive personal attention from the faculty*
- *Intellectually challenging academic programs*
- *The emphasis of the faculty is on teaching*
- *Friendliness of campus community*
- *Academic quality of the students*

Overall satisfaction rate = 8.5 on a 10-point scale

Table 3-9: Student-Faculty Interaction Benchmark

Student-Faculty Interaction	2004	**	**	**	**
	2004	2005	2006	2007	2010
IWU	52.7	51.2	46.7	49.5	47.5
NSSE National	44	44.1	41.3	41.2	42.4

* $p < .01$; ** $p < .001$

Definition: Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

Student-Faculty Interaction Items:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

The University intends that students should learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous life-long learning. NSSE survey data also indicate that the degree of faculty-student interaction on campus is comparatively high (see Table 3-9).

In 2010, 68% of seniors and 58% of first-year students reported faculty members as available, helpful, and sympathetic to their needs. In that same year, 30% of seniors reported participating in an independent study or self-designed major (NSSE).

For an institution that is dedicated to furthering critical inquiry through promotion of the liberal arts, support for undergraduate research is essential. This research is time consuming, requiring patient mentoring on the part of faculty advisors, as well as a degree of maturity on the part of participating students that is attained only when one understands both disciplinary conventions and the nature of scholarly research more generally. It is therefore not surprising that the record at Illinois Wesleyan is one where undergraduate research is highly valued and occurs on a regular basis.

As a result of such efforts, students and faculty mentors publish and present their research in peer reviewed journals and at national and regional professional meetings (University funds are made available allowing for student travel in these instances. See Faculty Development Handbook). Since 2003, three groups of students and faculty have received Freeman Foundation grants to conduct collaborative research in Asia. One chemistry professor's laboratory produces numerous published papers and poster presentations at national professional meetings. While the professor is always the corresponding author, students are co-authors on papers and develop

Table 3-10: Students Working with a Faculty Member on a Research Project Outside of Course Requirements (Plan to Do and Done) (NSSE)

	2004	2005	2006	2007	2010
First-Year Students	35%	42%	39%	44%	48%
Seniors	44%	39%	40%	42%	28%

posters for presentation. In 2004, this professor and his students published an article that was among the 50 most cited works in the prestigious chemistry journal *Tetrahedron* for the years 2004-2007. One economics professor has maintained relationships with his students post-graduation, and frequently co-presents papers

with students and alumni/ae at regional and national professional meetings.

Whether the type of collaboration occurs in the chemistry lab where a faculty member and his students pursue cutting edge research involving “Green Chemistry,” or in the La Serena observatory in Chile, where a student and faculty member jointly chart the trajectory of obscure heavenly bodies, or in the social science computer lab, where a student and her faculty mentor analyze data involving perceptions of tolerance in the U.S., the belief in and commitment to directly involving students in research activity is strong. The following account gives testimony to this fact:

C_____ and I shared the work of data gathering and assembling of longitudinal trends (considerable). We collaborated on what to include from the mountain of available polling data. Having a partner in the work of finding data that make up longitudinal trends saved us both a lot of time. Having done a few of these trends pieces before, I was able to help C_____ understand how they are best done and how to spot problematic polling data. (From time to time poorly done polls appear in the collections we mined, and I was able to show her how to spot them.) I asked C_____ to write the first draft, which she did. I then edited heavily behind her. I think she learned a thing or two about being economical with words and being clear. Of course, she also learned something about the previous scholarship on the matter of Americans' tolerance toward out-groups and how we most effectively gather information on the current contours of public opinion toward those groups. Lastly, C_____ also learned something about working with a journal editor and an anonymous referee. By the way, C_____ is now ABD at the University of Pennsylvania, in political science, with full funding from the start.” (Personal correspondence with political science professor Greg Shaw)

In addition to pursuing collaborative research projects with faculty members, IWU students are encouraged to conduct honors research. About thirty students pursue research honors every year under the supervision of a faculty member. The student is responsible for assembling a committee of four or five faculty members who will judge her work. These projects typically involve at least one academic year of research and writing, resulting in a presentation to the committee at the end of the academic year. Upon successful completion of the project, and with the approval of the committee, successful students then graduate with Research Honors. Often these projects coincide with independent studies, allowing students to fine-tune their academic major to a field of particular interest. In 2010, thirty percent of seniors reported participating in an independent study in fulfillment of the requirements for their major.

The University expresses its commitment to the importance of student research most publicly through its sponsorship of the annual John Wesley Powell Student Research Conference. In April of each year, students present papers, posters,

compositions and works of art at a gathering of faculty, students, parents, and alumni. Not surprisingly, the Conference serves as one of the high points of the academic year as participation in the Conference is open to students from all disciplines. In a typical year, over 80 students present their work in poster or panel sessions, music performances, or displays of art in the Merwin and Wakeley galleries. Sample projects from recent years include:

- “*Excystments of over-wintering statoblasts of the freshwater bryozoan Pectinatella Magnifica*” (Biology, 2008)
- “*Sexual healing: Gender, sexuality, and the balance of the masculine and feminine creative principles in the healing cult of Asclepius.*” (Greek and Roman Studies, 2010)
- “*Sumptuary legislation and the fabric construction of national identity in early modern England.*” (History, 2007)

Original music compositions have included:

- *The Dreamkeeper’s Song* (2010)
“...over the past four years I have been working on writing a rock opera, with completely original libretto and music. It is called *The Dreamkeeper’s Song* and is scored for voices, piano, two guitars, bass guitar, drum set, violins, violas, cellos, and flutes. I will be presenting one song...In the show it is played by two guitars, bass guitar, drum set, and a tenor, but here I will be presenting the piano vocal version.”
- *Acoustic Exploration for Prepared Piano* (2008)
“In this composition, I exploit various acoustic phenomena such as lowering frequency by adding mass to a resonating object, sounding harmonics by dampening a string at its node, and comparing the difference in frequency produced from the harmonic series of a string to the same pitch on the equal temperament of the piano keyboard. While this piece serves as a demonstration of these phenomena, it also uses them within a larger musical context to combine science and art.”

One of the more distinctive features of faculty-student collaboration at Illinois Wesleyan involves the number of student journals and publications that are published for a campus of this size. Students manage, edit, and publish six professional journals sponsored by particular departments. These include *The Park Place Economist* (Economics department), the *Undergraduate Economic Review* (Economics department), *The Delta* (English department), *Tributaries* (English department), *Constructing the Past* (History department), and *Res Publica* (Political Science department). Through direct participation in the peer review process, students obtain an understanding of the way in which scholarship is produced, including the importance of writing for a professional audience as well as the necessity of revising one’s work to meet acceptable standards of discourse within one’s discipline. As detailed in the discussion of Criterion 4, many of the student

journals are now submitted to the campus Digital Commons in electronic form, thereby significantly enhancing their readership through increased Internet access.

Learning Beyond the Classroom

Participating in scholarly and research activities under the guidance of supportive faculty is only one of the set of learning opportunities that the University offers to its students. Recognizing the multiple venues in which learning occurs, the University strives to create and exploit such spaces beyond the classroom. For instance, as detailed further in the discussion of Criterion 4, an increasing number of students participate in internships and community-based programs. The Hart Career Center is especially effective in placing students in internships relevant to their interests and aspirations.

In addition, students have the opportunity to pursue civic engagement experiences coordinated through the Action Research Center, whose work has been noted in the discussion of Criterion 1. Suffice it to emphasize here that the Action Research Center is much more than a repository of internship opportunities available to students. Students complete a three-semester action research sequence and in their initial Action Research Seminar, they learn to engage the local community as active citizens, develop skills important for community leadership, participate in team organized community partnerships, form working partnerships with faculty, students, and community members, draft pilot projects for long-term Bloomington-Normal community action projects, and present summaries of projects to interested audiences. They then complete an internship and during the final phase of the sequence, pursue an independent study focused on the student completing a community based research project. Students enrolled in the third semester also help organize the introductory class and mentor students new to action research.

The design of this program is compelling because critical inquiry is directly embedded in the community experiences students pursue. Undergraduate students

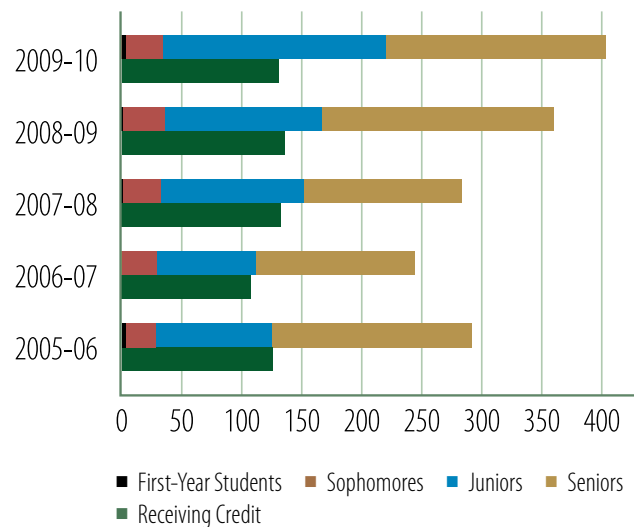
“I’ve had the chance to take part in research with a professor and the one on one work has been hugely beneficial to my learning.”

(SSSC 2010 Student Survey)

Table 3-11: Students Participating in a Practicum, Internship, Field Experience, CO-OP Experience, or Clinical Assignment (Plan to Do and Done) (NSSE)

	2004	2005	2006	2007	2010
First-Year Students	89%	90%	84%	90%	85%
Seniors	84%	86%	80%	81%	80%

Figure 3-3: Internship Experiences — Hart Career Center



often need to learn how to listen to the community organizers and project directors with whom they will later associate. They cannot enter into a collaborative situation with an attitude that their own expertise or understanding of certain political and social issues privileges their personal decision-making ability at the expense of the community members with whom they enter association. In more concrete terms, they need to learn how to run a meeting in an inclusive manner, how to listen to their community colleagues, and how to tailor their idealistic expectations for immediate results that demonstrate the success of their efforts. These skills are introduced during the Action Research seminar and are reinforced throughout the three-semester sequence. During their internships and independent studies,

students hold regular meetings with ARC faculty and staff, sharing experiences and engaging in collective problem solving. The model, although quite labor intensive, represents a concerted effort to combine experiential learning with critical inquiry, induced in a supportive group setting.

A specific association worthy of note involves the Action Research Center's partnership with State Farm Insurance Corporation. Under this program, ten students and ten community not-for-profit agencies are selected to participate in a Community Partnership program that is held during the summer. Students work full-time in a split work week with three days spent at State Farm and two days in the community with a local not-for-profit organization, completing major project assignments at both partners. In the summer of 2010, for instance, one student

intern in the program partnered with Habitat for Humanity and served as the lead writer on a grant proposal that secured Habitat for Humanity a \$30,000 grant from the Google Foundation.⁷ As Tom Laxton of State Farm has noted, "One of the things that has been clear is that students obviously build a resume that shows that they're able to manage and work within a business environment, but they also are able to show that they care and give back to the community. They're making significant differences in communities today."⁸

As noted in the discussion of 3b, a number of students themselves are trained as University tutors where they offer assistance to fellow students outside of the classroom under the guidance of faculty and instructional staff. The University Writing Center has created the most elaborate and comprehensive of these programs

Table 3-12: *Students Participating in a Community-Based Project as Part of a Course (Very Often and Often) (NSSE)*

	2004	2005	2006	2007	2010
First-Year Students	6%	8%	4%	7%	10%
Seniors	16%	18%	10%	13%	10%

Table 3-13: *Students Participating in Community Service or Volunteer Work (Plan to Do and Done) (NSSE)*

	2004	2005	2006	2007	2010
First-Year Students	84%	85%	82%	84%	83%
Seniors	80%	80%	77%	82%	84%

7 www.iwu.edu/CurrentNews/newsreleases10/fea_Kogelman_01010.shtml

8 www.iwu.edu/action/mission.shtml



and its operations are noteworthy on a number of accounts. First, Writing Center tutors are not simply English majors by design, but reflect a diversity of interests befitting the commitment to a “Writing Across the Curriculum” philosophy. Consequently, writing tutors are selected from applicants across the campus with divergent departmental and programmatic affiliations. In 2011-2012 for example, the Writing Center tutors include students with majors such as Business, Biology, Spanish, Theatre, Chemistry and History. Second, Writing Center tutors also participate in non-credit instructional workshops where they norm student papers and learn how to act as sympathetic readers, ask relevant questions and help their clients “evaluate their ideas, argument, content, and style, by teaching writers invention, argumentation, drafting, and copyediting strategies they can use on their own.”⁹ Tutors assist their clients in all stages of the writing process and stress the importance of revision as a crucial component of good writing.



Whether it be through serving as Writing Center tutors or through participating in the tutoring programs offered by academic departments and programs, Illinois Wesleyan students are given opportunities to teach, mentor, and assist their peers in ways that demand that they master important skills that good teachers of all types exhibit: a sense of professionalism about the nature of one’s work, conceptual planning, a clarity of explanation of concepts that may be difficult to master, patience and understanding, and punctuality.

Other types of programming that teach important leadership skills are offered throughout the campus as well. For example, the Office of Residential Life (ORL), along with other members of the Division of Student Affairs, faculty and staff, have been influential in establishing an Alternative Spring Break program that directs the efforts of 40 – 50 students in site-based service-learning during the spring break period. Students take part in service activities, and then process their experiences with one another and staff and faculty facilitators. Once back on campus, students share their efforts and learning with the campus at a chapel service presentation.

To better align residence hall educational opportunities with the Mission and Strategic Plan of the University, ORL created two positions grounded in directed peer education: sustainability educators and multicultural educators who provide in-hall and campus-wide programming on issues of the environment and culture, respectively. The Sustainability Educator program was established in 2003, and the Multicultural Educator program was established in 2007 (ORL Teaching and Learning document). In addition, ORL student staff members are encouraged to focus on the development of competency in staff leadership, multiculturalism or sustainability. By engaging in boundary-stretching activities, each participant creates a unique path to achieving outcomes-based competency. Student staff members create portfolios describing their learning and articulate how their experiences address pre-determined competency outcomes. A committee of reviewers determines whether they have met the criteria and awards the competency

⁹ www.iwu.edu/writingcenter

accordingly. About 15 student staff members have gone through this process to date.

Students don't always naturally find their callings or become intellectually, politically, and socially engaged without the support of thoughtful faculty, staff, and other mentors. At Illinois Wesleyan University, such support emanates from a number of sources. As noted in the introduction to this chapter, incoming students participate in the Summer Reading Program, which brings together disparate members of the campus community to introduce new students to the life of the mind and the expectations in support of the pursuit of intellectual inquiry that arise from that predisposition. In addition, once enrolled at the University, students are assigned a first year advisor, a faculty member who will guide them in learning about varied curricular and instructional opportunities available to them. Because student needs and interests develop over time, assigning students a first year advisor has the advantage of "[facilitating] students' transition from high school to college and integration into the broader Illinois Wesleyan community in the following ways: by advising broadly and developmentally while encouraging students to develop a cohesive academic plan with an eventual transition to a major advisor; by helping students to learn how to think strategically about their own academic progress and to select and register for appropriate courses; and by fostering a respectful, supportive and trusting advisor-advisee relationship."¹⁰ Students' first year advisors are either their Gateway seminar instructors or work closely with those instructors; funding is made available for advisors and their students to get together on an informal basis to help address concerns as they develop during the first year. First year advisors are assisted in their efforts through the development of an extensive handbook that is available in print and online. In the spring of their first year, students are able to select a major and their advising materials are transferred to the relevant department chair, who assigns students their major advisor. For students who are uncertain as to their choice of major, they can elect to continue their relationship with their first year advisor or the Registrar will select a new advisor for the student.



The advising challenges that arise at the University occur because students change academic and career goals. On many occasions, their initial academic interests change as they become more conversant with the demands of their prospective major. On other occasions, they simply need the time to explore their options before deciding upon the major with which they feel most comfortable. A number of students enter the University with the intention of double majoring, but without being fully aware of the requirements that this might entail. In addition, the requirements of the General Education program are extensive and students often need assistance in negotiating the parameters of the options that are open to them in making course choices and pursuing lengthy plans of study. Finally, the requirements for the completion of certain majors are substantial and require careful planning; at times they involve hidden pre-requisites, while on other

¹⁰ www.iwu.edu/advising/firstyear

occasions required courses may only be offered on a yearly or bi-annual basis. In addition, some programs require their majors to study abroad or off-campus for at least a semester.

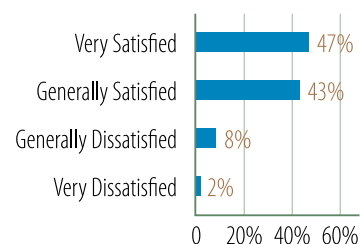
All of these factors present challenges for students and their faculty advisors. An additional issue involves unbalanced advising loads, as faculty in large departments with many majors are expected to advise a disproportionately large number of students in comparison with their peers. For these reasons, and because of student dissatisfaction expressed with regard to the quality of advising offered at the University (NSSE, 2006; *IWU Students View of Advising: It's a Puzzlement*), a University Task Force recommended the creation of an Academic Advising Center, and with initial funding from the Arthur V. Davis Foundation, such a Center was established in 2008. As noted on its webpage,¹¹ Advising Center activities include offering walk-in support for students who need assistance in addressing course scheduling concerns, helping undecided students commit to and declare a major or assisting students in their desire to change majors, offering advising workshops and strategy sessions for advisors, and serving as a referral agency to other campus resources, or acting as a general campus resource for students and faculty. The Center, along with a committee of interested faculty, also assists students in preparing to apply to prestigious graduate scholarship and fellowship programs. Although the challenges to improve University advising are always present, the creation of the Advising Center has addressed a number of previously articulated concerns. As was true of the creation of the University Writing Program, the Advising Center is a good example of the University's response to an identified weakness, apparent in the analysis of data collected over time. In both cases, the University successfully sought external funding to establish the programs which are subsequently funded from the regular University budget. The SSSC 2010 Alumni survey suggests a substantial improvement in satisfaction with advising (see Figures 3-4 and 3-5).

Advising occurs in many shapes, however, and is not simply formal academic advising. In this realm, the Office of Student Affairs has played an important campus role. For example, within first-year residence halls, staff members designate a space for study group sign-up and facilitate the interconnection of students with shared coursework. Study skills programming has in the past been provided within the first three weeks as part of the First Year Experience programming, with nightly sessions focusing upon time management, note-taking, best communication strategies when speaking with one's professors along with general study strategies. Residence directors meet with students in their living units who receive D/F slips to provide support and campus resource referral, while students who fall below a 2.25 GPA cumulative or term are placed on probation, and academic progress is

Figure 3-4: Satisfaction with First-Year Academic Advising



Figure 3-5: Satisfaction with Academic Advising in Your Major Years



¹¹ www.iwu.edu/advising

monitored with a supervisor.

Clearly, student learning occurs in a variety of consequential ways within diverse settings across the campus. But it would be a serious omission to ignore the role of technology in enhancing learning possibilities and in expediting learning outcomes on the campus. In the discussion of Criterion 2, the use of technology as an important institutional resource was commented upon at length. But the ways in which technology is used to directly support curricular and pedagogical efforts is deserving of comment here. The resources available include:

- over 400 computers that are operational throughout the campus, some of which include computer classrooms
- an information commons, media center and computer clusters on all floors of the library building
- a language resource center
- 72 computers in three lab settings associated with mathematics and computer science
- a social science computer lab with 12 machines loaded with relevant statistical packages
- a psychology lab with 16 computers
- a biology lab with 12 machines
- 16 machines available to students in the School of Music.

Digital editing and imaging facilities are available in the Thorpe Center in the library. Both Macs and PCs are available to students and faculty. A few faculty have begun to recommend or require students to purchase e-books; Educational Studies students have access to a smart board in their curriculum laboratory; political science students use the social science lab to conduct polling before local elections; theatre students edit their films and graphic arts students complete their class projects by using the Thorpe Center equipment.

Information technology plays a key role in facilitating the close student-faculty relationships and engaged learning experiences that IWU strives to offer its students. All students, as well as all faculty and staff, have email accounts and a great deal of instructor-student interaction is now conducted through email. Such accessibility is expected on the part of both parties. In addition, all course registration is conducted online. Students receive a PIN number from their advisors during their mandatory advising session and then can register anywhere on campus at designated times during the registration period.

The picture that has been painted is one where a plethora of colors representing varied and substantive teaching and learning experiences fill up the canvas labeled Illinois Wesleyan University. Not surprisingly, students agree with that picture,

as indicated by data compiled from NSSE benchmark reports, 2007 IWU Identity Survey Reports and SSSC 2010 surveys administered in support of this accreditation review process. An overwhelmingly high percentage of students agreed that IWU placed substantial emphasis on studying and academic work. They also agreed that the University was substantially committed to their academic success. High levels of satisfaction were reported with regard to faculty contact. There were also a high percentage of students who participated in an internship, field experience, cooperative experience or clinical assignment. 2010 NSSE data further confirms that IWU had significantly higher scores than its NSSE peers for both first-year students and seniors in the *Level of Academic Challenge* benchmark. Although there were no significant differences between IWU and NSSE peers with regard to *Active and Collaborative Learning*, IWU demonstrated significantly higher scores than its NSSE peers in the *Enriching Educational Experiences* and *Supportive Campus Environment* benchmarks.

It has been further argued that such success is not accidental, but represents the results of planning and informed decision-making, based upon sincere efforts to honestly assess institutional strengths and weaknesses with regard to teaching and learning and the willingness to adapt accordingly. However, a number of challenges are present that need to be addressed in order to build upon past successes and further strengthen University teaching and learning activities. Efforts involving strategic curricular planning, noted in the discussion of Criterion 2, need to be implemented with a greater degree of consistency. Often curricular and pedagogical innovation is occurring because of the dedicated work of individuals who do not have occasion to share their insights with colleagues in other departments, programs, or divisions. There are a number of systems in place to evaluate and review the efficacy of these efforts, such as those operating through the Curriculum Council, the Promotion and Tenure Committee, the departmental external review program, and the Associate Dean of the Curriculum position. Initiating stronger and more coordinated efforts would make these structures even more effective. In addition, there needs to be an even greater shared understanding of the importance of high impact learning practices to students' academic success. Since the course unit credit remains the major analytical measure for determining faculty work load, the material incentives to explore other meaningful forms of faculty-student interaction, through independent study, internship mentoring, honors research, etc., are less visible. Often, participation in such activities is viewed as an additional set of faculty responsibilities, rather than those that are of crucial importance to the success of one's teaching and one's students' learning. Many faculty want to participate in these activities, yet have too little time to do so. Therefore, it would be useful to examine more flexible work-load models that allow for the banking of independent study work and/or other activities involving high impact learning practices for future course releases. Offering viable incentives for participation in alternative curricular and pedagogical approaches, such as the creation of learning communities or co-teaching opportunities, would be additionally beneficial.

3d. The organization's learning resources support student learning and effective teaching.

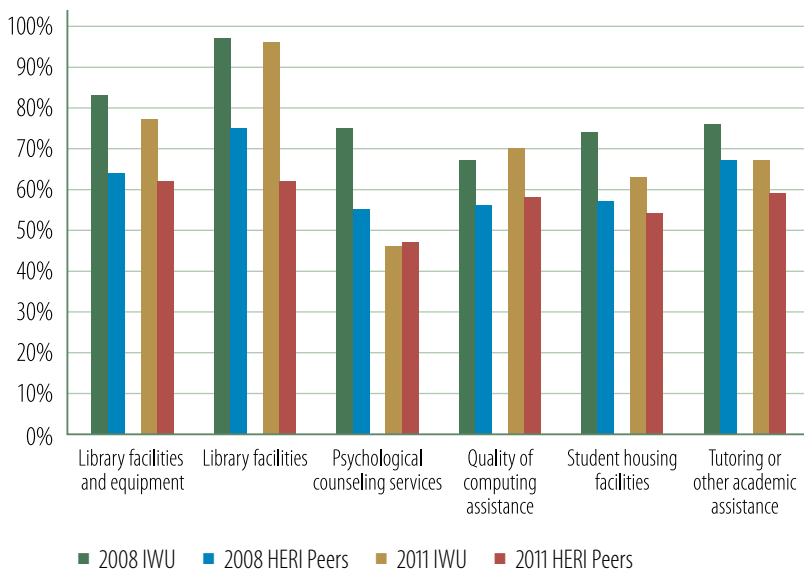
Student satisfaction with their learning experiences at Illinois Wesleyan is apparent in their assessment of the resources made available to them in support of their learning. For example, in surveys of students and alumni conducted for this self-study report, both constituencies showed that they were satisfied or greatly satisfied with the resources the University provides in support of teaching and learning, with 411 alumni out of 511 respondents indicating satisfaction with the facilities the University provides. In 2008 and 2011, Higher Education Research

Institute (HERI) surveys were administered to IWU seniors where seniors indicated “satisfaction” or “great satisfaction” with facilities provided by the University, at substantially higher levels than at HERI peer institutions. While The Ames Library received more enthusiastic support than did other learning spaces, other facilities and resources, including tutoring, psychological counseling, student health services, and the laboratory facilities were also quite highly valued.

As gratifying as these results are, they did not arise by accident. As noted in the discussion of Criterion 2, many of the physical facilities used by and available to the University are of a high quality. But more importantly, concerted efforts have been made to utilize resources in support of the campus teaching and learning mission, with the work of The Ames Library faculty and staff serving as an exemplar.

For example, library faculty have readily understood the advantages offered by digital resources and have increased electronic journal subscriptions by 44% annually since 2004. Circulation of non-digital items (print, video, etc.) has also steadily increased from 37,042 to 40,010 in 2009. But simply serving as a repository of information does not help students learn or faculty teach, if the information remains dormant. To assess how students were using the library, an Ethnographic Research in Illinois Academic Libraries (ERIAL) project was initiated on the IWU campus from 2008-2010 with funding from a Library Services and Technology Act Grant. Working with a professional anthropologist, library faculty and staff collected information regarding students' traffic and usage patterns within the library, through ethnographic observation, interviewing, spatial mapping, and other methods. Their findings not only summarized the challenges students

Figure 3-6: Student Satisfaction with Facilities and Support Services (Very Satisfied and Satisfied)



confront in mastering information literacy skills, but also indicated that it was extremely important for students to know library faculty and staff outside of the formal library environment, if they were to feel comfortable in asking for help with research. As a result, the library faculty are now making a concerted effort to visit classrooms to meet students before they seriously engage in their research. They have always made it a point to learn about course assignments and instructor expectations, but sharing the familiar space of the classroom with the formal course instructor is a new approach that is being used. The effort further extends to the more general aim to promote information literacy on campus, and as the discussion of Criterion 4 attests, library and department faculty have been working more closely together to assist students in not only accessing information, but also evaluating sources and the contexts in which the information appears.

Among the disciplines, the sciences often require the most significant commitment to resource acquisition, particularly when the need to pursue research activity with students is such an important part of the University Mission. Simply put, in order to learn science, students must do science, necessitating access to laboratory space and first-rate equipment. A list of the equipment available to science majors in physics, chemistry, and biology appears on the Physics department website¹² and is noteworthy for its inclusion of a 16-inch telescope that is situated in the Mark Evans Observatory, as well as more traditional apparatuses including electromagnets, cryogenics and a vacuum, various spectrometers, lasers, research level data acquisition computers, an electron and other microscopes, a refrigerated centrifuge, a spectrophotometer, gas chromatographs and an electron capture detector. Psychology department facilities include observation, control and psychophysiology rooms and behavioral, cognitive, developmental, and experimental labs. Theatre Arts students perform in either the McPherson Theatre or the E. Melba Kirpatrick Laboratory Theatre while students in the School of Music often perform in the Westbrook Auditorium of Presser Hall.

It is clear that the University provides students with the physical and material resources necessary to support their learning. However, as noted in the discussion of Criterion 2, there are a number of challenges that must be addressed if the quality of education that is currently provided is to be maintained. Because department supply and expenses budgets were cut in 2009-2010 and have remained flat in subsequent years, it has become more difficult to secure the funds necessary for the purchase of needed supplies such as chemicals, small scale purchase items, and materials for theatrical productions involving costumes, set construction, etc. The Associate Provost reviews proposals for larger scale items; department chairs are responsible for small purchases. But even with a system that attempts to allocate existing resources according to demonstrated departmental needs, the necessity of expanding these budgets in coming years to further support curriculum delivery is clear.

¹² www.iwu.edu/physics/equipment_list.shtml#general

It has been noted that technology is used regularly to support teaching. As a result, faculty and students have come to rely upon the Information Technology staff for support, not only with regard to the instructional workshops that they offer, but for personal assistance with equipment as well. A daily help desk with a 3900 extension number is operational throughout the academic year, with calls answered by student workers, who will direct the call to the appropriate IT support person if necessary. When faculty have difficulty operating classroom equipment, the campus Instructional Technologist will come to the classroom and help address the problem. Although classroom space utilization is at a premium, the Instructional Technologist keeps a record of who is using which classrooms during the semester. Whenever classrooms are requested for future scheduling, the technology needs of instructors are surveyed, with accommodations made accordingly. With an R-25 software scheduling system in place, the classroom assignment process has become largely standardized and a complete record of classroom usage over time is available, if needed. Not surprisingly, as construction on the University's new \$16 classroom building proceeds, faculty and staff are meeting regularly to assess their instructional needs, as the building will be equipped with advanced technological capability. It should further be noted that the Chief Technology Officer, the Instructional Technologist, the Media Services Coordinator, and the University Technology Trainer meet together and evaluate the suitability of learning resources within classrooms on an annual basis. All classroom computers are replaced according to a four-year cycle and projection systems are updated on an as needed basis. Classroom computer laboratories are also updated according to the four-year cycle.



Above: Persecuted in Cameroon for his convictions about freedom of speech and the press, political science professor E. Tatah Mentan taught political science during the 2004-05 academic year as IWU's first "Scholar at Risk."

Small liberal arts institutions such as Illinois Wesleyan continually need to supplement their faculty resources, in order to successfully address increasing demands for curricular diversity, made more compelling by the explosion of knowledge production and the increased access to information that has characterized the past decade. To that end, the University has hosted two Scholars at Risk (in 2004-2005 and 2007-2009), and has sponsored two Fulbright Scholars (2006 and 2009) since the last re-accreditation visit. In the first instance, students were able to take classes with political scientists who had been subject to torture and imprisonment for expressing ideas deemed too dangerous for political authorities in their own countries (Cameroon and Ethiopia). The scholars taught courses as a part of the regular department curriculum and gave public lectures during their stay. In the second instance, Fulbright Scholars from Russia and Morocco also taught courses and gave lectures for the Russian Studies program and the Political Science Department. In 2011, the University signed an agreement with the Hanban Foundation in China to establish a Confucius Institute, bringing a native Chinese language instructor to the campus for a two-year period, thus guaranteeing that students will have the opportunity to pursue Chinese language study at the elementary and beginning intermediate levels. In all of these cases, the planning, coordination and implementation of the visitations occurred



at the highest administrative levels, insuring that faculty visitors' needs with regard to housing and other accommodations would be successfully addressed. The creation of more international exchanges with faculty from sister institutions is being actively pursued at this time.

It is incumbent upon an institution to use resources beyond the campus facility, when appropriate, to support student learning. This occurs in a number of different ways and in different contexts at the University. For example, students and faculty are not only privileged by being able to utilize an extremely efficient interlibrary loan system, drawing from most of the university collections in Illinois and if necessary beyond the immediate region, but they have direct borrowing privileges at Illinois State University (less than a mile away), the University of Illinois at Urbana-Champaign (within an hour's driving time of the IWU campus), and at 74 other academic libraries throughout Illinois. Music students regularly give concerts at the Bloomington Center for the Performing Arts, while Environmental Studies students are able to use Geographical Information Systems (GIS) equipment at Illinois State University. Students interested in pursuing a medical career are eligible to participate in a medical externship, where, in cooperation with local physicians of different specializations, they engage in a full-time observation of the physician's daily routines including office/clinic hours, hospital rounds, surgery, staff meetings, etc.¹³ Pre-professional programs leading to certification in Education and Nursing could not exist without the cooperation of and collaboration with community schools and hospitals, and the nature of this collaboration is discussed in more detail in the response to Criterion 5. Suffice it to note here that as these cooperative arrangements are long lasting, they require frequent evaluation of the effectiveness of the external student mentoring that occurs as a result of the collaboration. For example, cooperating teachers who work with student teachers are regularly assessed by University supervisors who work with both the cooperating teacher and the student teacher during the sixteen week student teaching experience. Cooperating teachers are further evaluated by the student teachers themselves



¹³ www.iwu.edu/biology/courses/Course-Descriptions.html

upon the completion of their student teaching. Placements in schools, hospitals, or other clinical settings are based upon a combination of assessments including supervisor recommendations, a previous history of working with the University program, and participant evaluations.

The opportunities for collaboration with community organizations allow students to engage in significant off-campus and internship experiences, regardless of whether such experiences are directly tied to academic coursework or programs in a formal sense. From 2009–2010 for example, 401 students reported having had an internship experience at 201 different sites, 164 of which were in the state of Illinois. Fifty-five percent of the internships involved some form of monetary compensation, ranging from \$7.75 – \$24.00 an hour. Fourteen different departments gave academic credit for the internship experience, the largest number affiliated with Business Administration (61), followed by Psychology (14), Political Science, and Educational Studies (13 each) (5yr_InternReport_Hart Career Center.pdf).

One of the more innovative programs that has allowed students to integrate their curricular and co-curricular interests is the John and Erma Stutzman Peace Fellows program. Students selected to participate in the program complete a series of courses related to peace, social justice and conflict resolution themes; pursue a local, regional, national, or international internship; and complete a faculty-mentored independent research project, based upon a theme relevant to the focus of the program. Participation in the program is competitive and students receive some financial assistance in support of their internship activities, made possible by the Stutzman's gift to the University. Initiated in 2007, ten students have participated in the program, examining themes as diverse as environmental justice and access to farmers' markets, the sociology of disability, citizenship and immigration policies toward undocumented children, and reconciliation efforts in the Balkans. Suffice it to conclude that, as the Peace Fellows program in one specific way indicates, the University makes a concerted effort to use multiple resources beyond its physical boundaries to further multiple possibilities for student learning.

Another initiative that facilitates student interest in community engagement activity is the Weir Fellowship program. In this case, students who have previously worked closely with community partners propose future collaborative projects and are awarded a competitive \$1250.00 fellowship to pursue their projects.¹⁴ One example that attests to the efficacy of this program involves a student who recommended that a Community Housing Development Organization be established to address the findings of her senior thesis honors research: that landlord decisions drive property quality; that lower quality houses were less likely to have substantial investments put into them to fix their problems; and that local, single property landlords were more likely to fix issues because of a heightened awareness to them. With her Weir Fellowship funding, she organized a West Bloomington Housing Summit in May 2010 on the IWU campus. The summit was attended by bankers, city planners,



¹⁴ www.iwu.edu/CurrentNews/newsreleases09/news_WeirFellowship_00209.shtml

west side residents, executive directors from several non-profit organizations (e.g., the Fuller Center and Habitat for Humanity), West Bloomington Revitalization Project board members, IWU professors and students, and many others—over 80 attendees in all. The summit produced an action plan focusing on an “adopt a block” initiative and after consultation with residents, a specific neighborhood block was targeted.

Another Weir fellow received funding to work as a tutor for the Heartland Head Start Program in Bloomington, and ended up writing the bulk of the Program’s *No Child Left Behind* assessment report, which featured cross tabulations of the correlations between selected assessment variables (e.g., am and pm class times with student learning outcome scores). This was the first direct assessment this organization conducted and they have completed several afterwards, each following this students’ model. (Simeone Report on Weir Fellows Projects).

The Stutzman Peace Fellows program and the Weir Fellowship Program are only two examples of the ways in which the University uses available resources within and external to the campus site in innovative ways to facilitate student learning. As access to information continues to increase in a rapid fashion, and as the nature of liberal inquiry is expanding to include new contexts and areas ripe for intellectual and experiential engagement, it is incumbent upon the University to use its existing resources efficiently, to secure new resources with foresight and prudence, and to evaluate student learning needs in a flexible yet responsible fashion. Be it through increasing interaction among librarians and teaching faculty to enhance students’ information literacy skills, securing laboratory equipment necessary for the promotion of undergraduate and faculty research, locating supportive organizational environments where students can fine-tune their clinical skills in pre-professional programs such as nursing and education, or creating blended curricular and co-curricular programs dedicated to engaging students with social justice and conflict resolution themes, the University has succeeded in identifying, acquiring, and disseminating the resources necessary to enhance undergraduate student learning. It has also made a concerted effort to bring scholars with international expertise to the campus to supplement its curricular offerings. Budgetary pressures noted in the discussion of Criterion 2 have created challenges with regard to maintaining and enhancing the resources allocated to students’ learning needs; however those needs are currently being successfully addressed.



Top: One of the initial recipients of the Stutzman Peace Fellowship, along with Daniel Burke (near photo), Holly Aldrich (center) stands with John and Erma Stutzman.

Above: Students Daniel Burke (left) and Sneha Rajbhandari (right) were the recipients of the Weir Fellowship in 2009. They had the chance to speak with 1950 alumna and Fellowship founder, Elizabeth Weir (center).

Conclusion

It is clear that the Illinois Wesleyan University community clearly values teaching and learning as an embodiment of its very ethos. The learning opportunities available to its students are numerous and varied and students appreciate the commitment to teaching and learning that their faculty express. National survey data document their general satisfaction with the quality of education that they have received at the University. Faculty exhibit a strong sense of professionalism with regard to the importance of their work. They are equally appreciative of the opportunity to teach a talented undergraduate student body that arrives at the institution with considerable academic prowess (as demonstrated by the results of the SSSC 2010 Faculty Survey). A two-day workshop held in June 2011 to discuss the benefits of assessment policies in support of teaching and learning garnered 67 faculty members, (37% of the total) representing 28 departments and programs and seven all-university programs. The University has a longstanding record of curricular revision and reform that has occurred since the 2003 self-study in response to documented needs and constructed according to rational planning strategies.

Although the importance of fostering a culture of assessment as a way of exemplifying a shared commitment to effective teaching that results in consequential learning is widely understood and appreciated, there are challenges that need to be addressed to insure that continued progress occurs. Many of these are challenges that all institutions of higher education confront; some are more specific to the Illinois Wesleyan University environment. One of the most difficult aspects of assessment involves goal setting. In an era when human knowledge has expanded astronomically and where access to such knowledge is more easily attainable in a more rapid fashion than has previously occurred, considerations as to what constitutes appropriate learning for one's undergraduate students must always be tempered with an appreciation of their transient nature. The imperative becomes one of setting, assessing, and revising programmatic goals and determining learning outcomes with speed and regularity, to keep up with external pressures that are continually redefining what is relevant and worth knowing. At the small, liberal arts institution, where curricular depth must be balanced with breadth, and where the need to insure that students acquire not only the skills and information, but also the predispositions that are essential to engaging in liberal inquiry, the task can be daunting. It is for this reason that a culture of assessment has to be nourished through shared, reflective discourse based upon peer interaction. At Illinois Wesleyan, we recognize the problem, but in the past have found it difficult to address, more frequently tackling issues of curricular reform and the assessment of student learning within departmental rather than broadly institutional contexts. Although this situation is changing somewhat, the University needs to establish the structure that will encourage a greater sharing of ideas with regard to student learning and assessment issues to occur. To that end, in 2011-2012, an assessment committee has been established where department and program assessment plans,

and the progress made toward their implementation, will be regularly shared and discussed.

A second challenge involves examining new ways of valuing high impact learning practices, so that they are not viewed as supplemental to the traditional course, but are recognized as being essential components of a liberal education, holding intrinsic value, to be rewarded accordingly. Allowing faculty to bank independent study work or receive some credit for co-teaching, internship supervision, research mentoring, learning community development, etc., is important. By doing so, the University would demonstrate its support for the importance of engaging in high impact learning practices, and further illustrate the need to reassess what faculty work load and the very nature of faculty work should entail. A final institutional challenge involves resource support for teaching and learning. In spite of significant financial pressures emanating from the 2008 recession, the resource support for teaching and learning at Illinois Wesleyan has never been significantly compromised. However, supply and expense budgets cannot remain static in perpetuity, and as the costs of larger resources in support of teaching and learning escalate, a stronger effort for securing the funding for such resources will have to occur.

Strengths

- Programmatic and student learning goals are readily available in disseminated literature and on the University website for the full array of curricular offerings.
- Assessment policies and procedures are inclusive of all constituencies and assessment occurs regularly throughout the University.
- Teaching effectiveness is systematically evaluated with regard to hiring, tenure, and promotion policies, and in the nomination of endowed chairs and professorships.
- Teaching effectiveness is supported through robust and numerous faculty development opportunities.
- Innovative teaching and high impact learning practices occur throughout the University.
- Teaching effectiveness is widely acknowledged on the part of students and alumni.
- The University has made progress in systematically addressing advising concerns through its creation of an Academic Advising Center.
- Necessary resources on and off campus are regularly secured to insure that meaningful student learning occurs.

Challenges

- The structuring of institutional space that permits the systematic sharing of information with regard to teaching, learning and assessment needs to be developed.
- Assessment of learning goals on a department and programmatic basis is somewhat inconsistent and varies according to department or program.
- Revisions to University-wide programs including General Education, the Writing Program, May Term, and Study Abroad need to continue to be pursued.
- Alternative ways of valuing faculty work that involve the use of high impact learning practices need to be explored.
- Alternative strategies for determining work-load that extend beyond credit hour production should be evaluated.
- Opportunities that allow for enhanced teaching and learning resource support, arising from external as well as internal sources, need to be investigated.

Conclusion: Illinois Wesleyan University has successfully fulfilled the requirements of Criterion 3 in support of the HLC accreditation process.





CRITERION 4

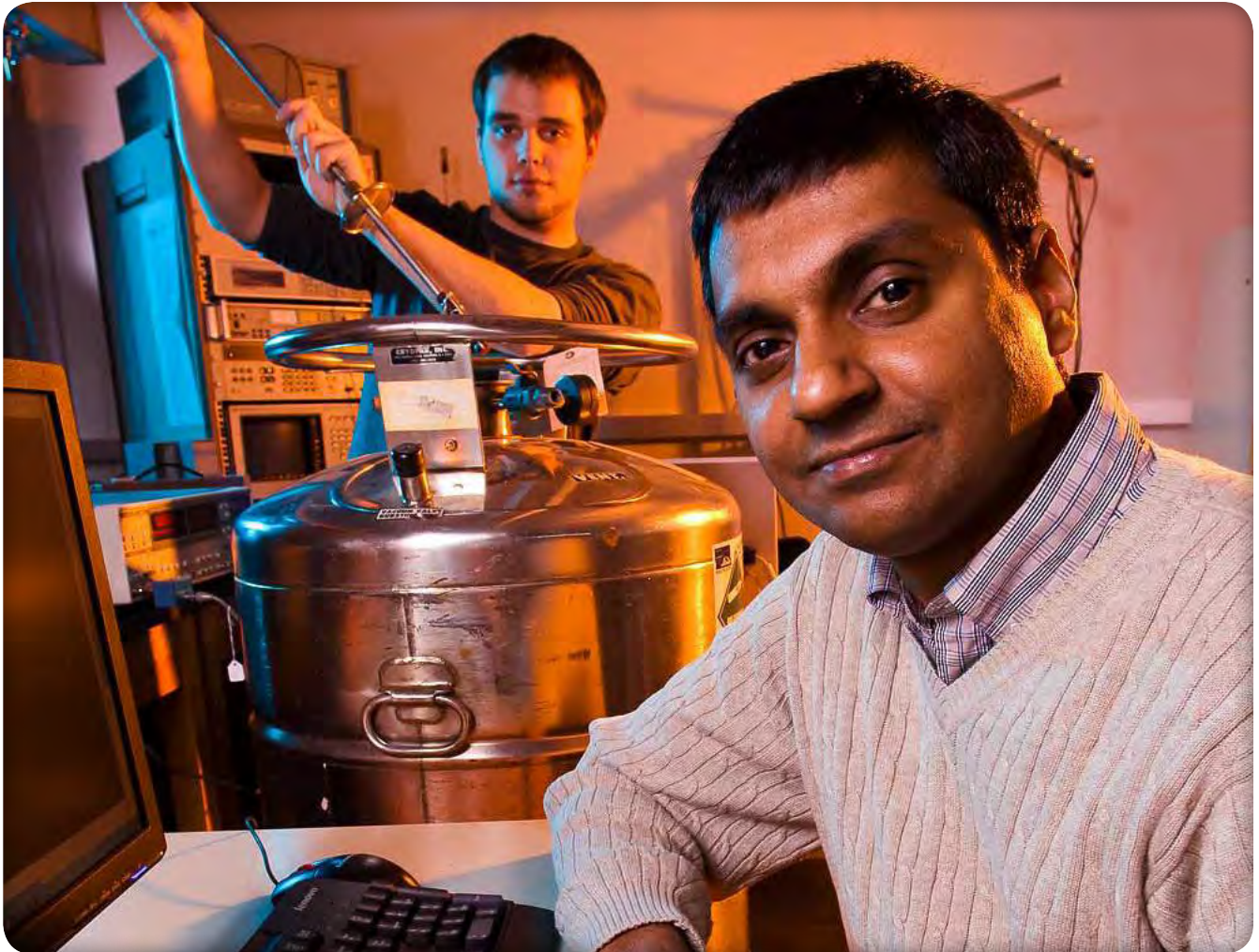
Acquisition, Discovery and Application of Knowledge

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

Introduction	197	4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.	220
4a. The organization demonstrates through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.	198	<i>Learning Outcomes and Professional Competence</i>	220
<i>Official Statements in Support of Freedom of Inquiry and Lifelong Learning</i>	198	<i>Functioning in a Diverse and Global Society</i>	221
<i>Professional Development Opportunities for Faculty and Staff</i>	200	<i>Independent Learning in Programs of Applied Practice</i>	223
<i>Public Acknowledgement of Student, Faculty, and Staff Achievements</i>	202	<i>Social Responsibility and Curricular and Co-curricular Campus Efforts</i>	224
<i>Students and Faculty Produce Scholarship and Create Knowledge</i>	206	4d. The organization provides support to ensure that faculty, students, and staff, acquire, discover, and apply knowledge responsibly.	226
<i>The Use of Scholarship and Research to Stimulate Organizational and Educational Improvement</i>	209	<i>Academic Support for the Development of Student Skills and Attitudes Fundamental to the Responsible Use of Information</i>	226
4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational program.	210	<i>Procedures Regarding Ethical Conduct Involving Research and Instructional Activities</i>	228
<i>The IWU General Education Program</i>	210	Conclusion	229
<i>Curricular and Co-Curricular Linkages</i>	213	<i>Strengths</i>	230
<i>Learning Outcomes and Lifelong Learning</i>	216	<i>Challenges</i>	230

CRITERION 4

Acquisition, Discovery and Application of Knowledge



Introduction

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

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



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

“My experience is that the university administration is very willing to support with letters, etc., development opportunities a faculty member initiates. At the all-university level, the CD, ASD, and Post-Tenure Review are good programs whose support has lately been reduced. In particular, the Post-tenure Review program has proved to give senior faculty a second wind, and because the faculty member is engaging in a dialogue with other faculty in the department, it energizes everyone involved.”

(SSSC 2010 Faculty Survey)

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

Official Statements in Support of Freedom of Inquiry and Lifelong Learning

As has been noted in the discussion of Criterion 1, the Illinois Wesleyan University mission statement documents contain clear language that suggests that the University values a life of learning.¹



Representative statements from the Mission Statement affirming a commitment to lifelong learning include:

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

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

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

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

Guided by the promise of its motto, “Scientia et Sapientia” (knowledge and wisdom), the University will stimulate a passion for lifelong

¹ www.iwu.edu/aboutiwu/mission.html

*learning, seeking to help its community members make connections among ideas, values, and experiences so that they may understand and act more effectively in the world.*²



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

“The Illinois Wesleyan website rightly boasts about the average class size here — 17 students — and an 11 to 1 student/faculty ratio. And why are these sterling measures of a liberal education? Because you didn’t come here to be the passive recipients of pre-packaged information or certified consensus. You came to practice the active arts of analytic and creative thought. You came to expand your feel for the shape of the question and the quality of evidence. You came to cultivate limberness of mind and spirit, to practice and assess the arts of persuasion, to refine your powers of expression — on the page, on the living voice, in the mediums of clay and paint and mathematical equations. You came to classrooms of seventeen people, not so that you could be talked at, but so that you could get a feel for thinking-in-company, for lifting the half-formed thought to explicitness, for navigating divergent opinion, for distinguishing the solid from the specious. This is what we mean by a liberal education: it’s not merely a set of subjects; it’s a habit of mind. We celebrate what you have accomplished; we look forward with no little pride to what you will do in the coming years; and we also make a claim on you. Because we need your skills; we need your powers of discernment; we need your voices and your talent for engaged listening. We need your contribution to a better, smarter, more substantive civil discourse. We need you to teach us what we have forgotten.”³



In the discussion of Criterion 1, it was noted that the University has developed a strong relationship with the American Association of University Professors (AAUP). The *IWU Faculty Handbook* reflects AAUP language with regard to the definition and protection of basic principles of academic freedom. Its defense of the tenure system has always been and continues to be quite strong. However, valuing freedom of inquiry extends beyond the terms through which faculty exercise their own academic freedom. It necessarily includes all members of the University community, regardless of the degree to which they are charged with the task of further examining and developing ideas as a central part of their professional work.

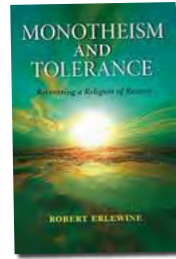
² www.iwu.edu/president/Strategic/vision_statement.shtml
³ www.iwu.edu/commencement/11Speakers/gregerson.shtml



Greg M. Shaw, Ph.D.
Political Science
The Healthcare Debate



Carolyn Nadeau, Ph.D.
Hispanic Studies
La vida del Buscón



Robert Erlewine, Ph.D.
Religion
Monotheism and Tolerance



Joanne Diaz, Ph.D.
English
The Lessons



Marina Balina, Ph.D.
(co-author)
Russian Studies
Petriefied Utopia: Happiness Soviet Style

It involves ensuring that the University community creates a safe environment where perspectives of a disparate and clashing nature can be expressed without fear of unprincipled attack or personal harm. It involves a willingness to share ideas among all of the University constituencies for the purpose of furthering knowledge. Although clearly articulated within the Mission documents and the *Faculty Handbook*, there are other spaces such as the *Student Handbook* and staff-oriented publications where the importance of freedom of inquiry could be highlighted. While significant institutional efforts have been made to engage staff in University-wide activities that celebrate the promotion of free inquiry, its referencing within the formal documentation could be more consistent. This is a challenge the University will need to address. Nonetheless, the importance of promoting free inquiry is a widely shared value that is repeatedly communicated through formal and informal ways throughout the campus.

Table 4-1: Artistic/Scholarly Development Grants

Academic Year	ASD Grant
2002-03	\$ 88,203
2003-04	\$ 80,229
2004-05	\$ 72,760
2005-06	\$ 101,750
2006-07	\$ 102,763
2007-08	\$ 77,390
2008-09	\$ 80,692
2009-10	\$ 80,458
2010-11	\$ 83,378

Maximum Award = \$3,500

Professional Development Opportunities for Faculty and Staff

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



Gordon J. Horwitz, Ph.D.
History
Ghettostadt: Lodz and the Making of a Nazi City



Thomas D. Lutz, Ph.D.
History
China's Inevitable Revolution: Rethinking America's Loss to the Communists

Faculty need time to systematically conduct research and produce outcomes that successfully bear external peer scrutiny and, as noted in the discussion of Criterion 2, sabbatical leaves are viewed as indispensable to a faculty member's professional development. Table 4-2 (above, right) shows sabbatical leaves awarded from 2002-03 to 2011-12.

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

Table 4-2: Sabbaticals

Academic Year	Full Year Sabbatical	Semester Sabbatical	Total
2002-03	5	9	14
2003-04	4	6	10
2004-05	4	10	14
2005-06	8	15	23
2006-07	4	18	22
2007-08	5	9	14
2008-09	6	16	22
2009-10	10	3	13
2010-11	1	9	10
2011-12	1	11	12

“ My faculty colleagues and I regularly attend both national and regional conferences in our fields. We also regularly attend reading group discussions offered on campus and workshops on various aspects of teaching pedagogy. We also have an annual retreat that allows us to discuss departmental and teaching issues, plan for the year, etc.”

(SSSC 2010 Faculty Survey)

curricular and pedagogical innovation, related to a lack of time necessary to incorporate such changes as well as a general lack of institutional support for trying creative and alternative teaching arrangements. Clearly, the University, in its allocation of funds for faculty development and in the faculty development initiatives it promotes, is deeply committed to the proposition that intellectual inquiry is a life-long process and that faculty need to be assisted in their efforts to engage with ideas and further knowledge of their disciplines and their pedagogies throughout their careers. However, these and future initiatives will need even stronger financial support if their effectiveness is to be maintained and enhanced as is evidenced by the concerns noted above.

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

educate staff supervisors as to the importance the institution places upon encouraging the professional development of its staff as a constant and continuing proposition.

“While there are some departments which provide development opportunities for their staff (often related to some sort of on-going certification), the University has no incentives, positive or negative, to offer and the pay is the same for doing a great job or a mediocre one.”

(SSSC 2010 Staff Survey)

Public Acknowledgement of Student, Faculty, and Staff Achievements

It is not enough to claim that an institution is committed to a life of learning simply through making statements in official documents or through providing resources designed to enable individuals to engage in such pursuits. In the discussion of Criterion 5, we note how the University community involves many different internal and external constituencies.

These constituencies need to be regularly informed of the importance the University places upon this core value if it is to be preserved. And in its communications, the University needs to explicitly demonstrate how it values the commitment to a life of learning as expressed by the actions of its faculty, staff, students, alumni, and trustees. It expresses this commitment in a number of important ways that deserve extended comment.

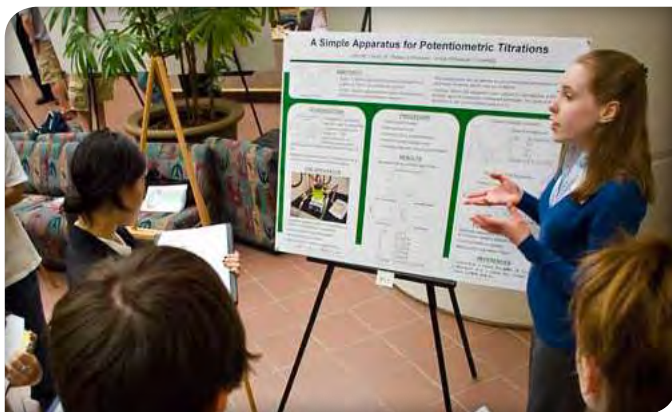


Table 4-4: Campus Wide Honor Societies

Name
Alpha Lambda Delta (for First Year Students)
Mortar Board
Phi Kappa Phi
Phi Beta Kappa

Table 4-5: Student Press Releases

Year	Number
2005	34
2006	34
2007	42
2008	36
2009	48
2010	45
2011	63

First, the University hosts a number of public forums where the accomplishments of students are recognized. During the Honors Day Convocation, for example, students nominated for induction to the two national honor societies, Phi Beta Kappa and Phi Kappa Phi, are announced in the program, as are the winners of a wide variety of other awards. The names of members of various discipline-specific honor societies are also listed in the Honors Day program and a number of these awards are also listed in the graduation program. Some award winners are announced during the commencement ceremony as are honors research projects that students have completed. In total, 22 disciplines, listed in Table 4-3 below, offer honor society induction for IWU students, while four honor societies (Table 4-4) are housed on a campus-wide basis.

Second, dissemination about the accomplishments of students is facilitated through the University website, through the use of press releases, and the University magazine. The number of press releases related to student achievement and performance is listed in Table 4-5.

Table 4-3: Discipline-Based Honor Societies

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

Photo, above: Jennifer Faust '09 was awarded a 2009 Fellowship from The Honor Society of Phi Kappa Phi. In 2010, the chemistry major received a prestigious National Science Foundation (NSF) Graduate Research Fellowship.

Table 4-6: Undergraduate Student Journals

Title	Publication	Volumes
<i>Park Place Economist</i>	1993	19
<i>Res Publica</i>	1996	16
<i>Constructing History</i>	2000	12
<i>Undergraduate Economic Review</i>	2005	8
<i>The Delta</i>	2006	3
<i>Pseudonym Required</i>	2010	1

**Table 4-7: John Wesley Powell Student Research Conference Presentations**

Year	Students	Posters	Oral	Art/Music
2003	57	45	14	0
2004	114	66	26	9
2005	100	60	25	7
2006	147	81	41	11
2007	133	82	37	6
2008	94	52	26	9
2009	104	60	21	13
2010	114	80	29	9
2011	139	94	51	8

An electronic campus newsletter, the *Campus Weekly*⁴ (began in April 2007), further highlights faculty, staff, and student achievements on a regular basis. The Campus Digital Commons, noted in the discussion of Criterion 3, plays a very significant role in ensuring that the work of faculty and students is available electronically to internet audiences around the world, as the documents in the Digital Commons are readily obtained via Google searches. As was previously noted in the discussion of Criterion 3, six undergraduate peer-reviewed student journals are now available for download from the Digital Commons and downloads on some of the articles number in the thousands. Indeed, the scanning of the print versions of these journals from earlier years has added significantly to their accessibility. Their titles, initial year of publication, and number of volumes published are listed in Table 4-6.

In addition, with their permission, the Digital Commons now publishes the honors theses prepared by students. A major annual campus event is the John Wesley Powell Student Research Conference, which

began in 1990. During the conference, students are given the opportunity to present the outcomes of their scholarly and artistic endeavors to members of the campus, the surrounding community, family members and friends. As Table 4-7 indicates, participation in the conference has been significant since the last self-study. Conference programs from every year are scanned into PDF files and are made available in the Digital Commons.⁵

The creation of public spaces that celebrate student scholarship, research, and artistic excellence represent one way that the University communicates the importance of engaging in a life of learning to its students. The communication of scholarly and artistic achievement through press releases, the Digital Commons,

4 www.iwu.edu/~iwunews/CampusWeekly/index.html

5 <http://digitalcommons.iwu.edu/jwprc>



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

Above: Students present their research during the 2011 John Wesley Powell Student Research Conference.

Faculty achievements are also noted in a variety of ways. The main University website, under the Wesleyan News link⁶, press releases⁷, and the University magazine⁸ all disseminate information regarding noteworthy faculty activities in addition to the *Campus Weekly*. The number of press releases related to faculty achievement and performances is listed in Table 4-8.

Table 4-8: Faculty Press Releases

Year	Number
2005	15
2006	17
2007	28
2008	20
2009	22
2010	17
2011	30

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

⁶ www.iwu.edu

⁷ www.iwu.edu/news

⁸ www.iwu.edu/magazine



Above: Professor of English Dan Terkla, recipient of the 2011 Kemp Foundation Award for Teaching Excellence.

regular colloquia, at times inviting outside speakers and at times inviting fellow colleagues to present their research to the campus community. These units include the Division of Natural Sciences, the Religion Department, and the International Studies and Asian Studies programs.

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

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

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

Students and Faculty Produce Scholarship and Create Knowledge

Although it may be clear that the University values the life of learning and offers students and faculty numerous opportunities to engage in activities that further the constructive exchange of ideas, it is legitimate to ascertain how successful the University has been in achieving this goal. Our conclusion is that such success is easily demonstrable and represents a real institutional strength. In the twenty-first century, one cannot engage in informed, let alone scholarly, inquiry without achieving a significant degree of information literacy. To that end, the faculty within The Ames Library have developed an information literacy program focused on the appropriate use of scholarship, including the building of critical thinking skills and the analysis of content within the scholarly environment. They have determined that the information literate student is able to:

- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base

- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally

In addition, the library faculty have developed a set of learning outcomes for information literacy for first- and second-year students, created a learning outcomes document in conjunction with the Writing Program, and is engaged in collaboration with a number of teaching faculty across the disciplines in developing approaches to and assignments for achieving the goals of information literacy across campus. The library also teaches about plagiarism, copyright, and rights and permissions options in the digital age.

One of the products of such efforts is formal student scholarly achievement. In this area we have noted the importance of the John Wesley Powell Student Research Conference and the Digital Commons in promoting student research and artistic expression. However, their importance extends beyond the immediate environments where they are situated. Students participating in the John Wesley Powell Student Research Conference, for example, publish their results in student journals or in journals that are more readily available to the scholarly community. As Table 4-9 indicates, the number of downloads of IWU student journals as a result of the Digital Commons association is quite impressive, and speaks to the relevance and importance of student scholarly and artistic work.

The scholarly and artistic achievements of our students occur as a result of a strong mentoring process that students pursue with the assistance of willing faculty. The culmination of such effort, be it through an Honor Recital that is performed by eligible music students, an honors' exhibition of a piece of art, superior work in theatre production meriting Theatre Arts Production Honors, or through completion of Research Honors, speak to the ways in which faculty assist students in engaging in scholarship and artistry of the highest levels. When students who are eligible elect to pursue Research Honors, they form a plan to pursue a project of original research under the guidance of a faculty member. Such work can occur within a student's major or in a field where the student has completed at least six course units, provided that a cumulative grade point average of at least 3.24 overall and 3.50 in the field in which

“ Illinois Wesleyan students are taught very early that plagiarism — in all forms — is not only wrong, but it is perhaps the greatest disservice one may do to their own education.”

(SSSC 2010 Student Survey)

Table 4-9: Digital Commons Downloads of Student Journals

Journal	Year	Downloads
<i>Undergraduate Economic Review</i>	2008	101
	2009	2,227
	2010	3,927
	2011	13,075
<i>Park Place Economist</i>	2008	377
	2009	2,785
	2010	2,555
	2011	9,138
<i>Constructing History</i>	2008	377
	2009	1,833
	2010	4,475
	2011	17,121
<i>The Delta</i>	2008	35
	2009	791
	2010	382
	2011	1,743
<i>Res Publica</i>	2008	1,267
	2009	1,173
	2010	1,201
	2011	4,097
<i>Pseudonym Required</i>	2010	56
	2011	59

honors are sought has been maintained. A hearing committee made up of faculty appointed with the consultation and consent of the student reviews the project, meets with the student and conducts an oral examination determining whether or not honors shall be granted. Over the past year, the downloads of student journal articles have risen significantly, with some articles garnering over 3,000 downloads each, a testament to both student achievement and effective faculty mentoring.

A final example indicative of the way in which student scholarship is not only supported but in fact is produced, involves the MUSE Conference. Since 2005, the IWU English honor society, Alpha Eta Pi chapter of Sigma Tau Delta, has sponsored this research conference that involves student participants not only from IWU, but from surrounding institutions as well.⁹ In 2010, 13 students from four universities presented their work during a day that was highlighted by a keynote address by University of Chicago professor Srikanth Reddy. Since 2002, an English faculty member has served as advisor for the Alpha Eta Pi chapter and has overseen its growth and prominence, to the point whereby the chapter received an outstanding chapter award in 2007 and the advisor received the 2008 Elaine W. Hughes Outstanding Sponsor Award from Sigma Tau Delta. These cases demonstrate that the University community definitely values student research and artistic achievement. However, few formal budgetary allocations are designated specifically for the promotion of student research and comments from the SSSC



faculty survey suggest that many faculty believe that time pressures limit their opportunities to assist students in pursuing research activities. In spite of many notable achievements, greater institutional support will be necessary if the University seeks to enhance undergraduate research.

As was noted in the discussion of Criterion 2, faculty engagement in scholarship and/or artistic production and performance is a key expectation for achieving tenure and promotion. A compilation of the abstracts of approved sabbatical and junior faculty leave topics

over the past ten years, presented in *Appendix K—Junior Faculty and Sabbatical Leave Summaries*, demonstrates the fact that faculty engagement in scholarly activity is widespread and significant. In 2008, The Ames Library and the Office of the Provost began to host the Faculty Scholarship Showcase, which has become an annual event. Its purpose is to publicly recognize faculty scholarship efforts and it has enabled faculty to see what their colleagues are doing while providing an opportunity to keep better track of the scholarly productivity of members of the IWU community. Table 4-10 (above), taken from the records of those receptions,

Table 4-10: Faculty Scholarly and Artistic Productivity

Type	2007-08	2008-09	2009-10	2010-11
Books	13	4	11	4
Journal Articles, Book Chapters, etc.	89	51	58	28
Conference Presentations	35	10	32	45
Creative & Artistic work	18	12	18	8
Editorial Boards	2	1	2	7

⁹ www.iwu.edu/news/2010/evt_MUSEConference_00910.html

provides numerical indicators of faculty activity. However, since it involves a considerable amount of self-reporting, the table gives a snapshot rather than a comprehensive view of the range of scholarly activity during the time period surveyed. Additional records of faculty research and creative activity can be found on the Research page of the University website.¹⁰



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

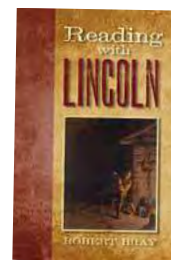
The Use of Scholarship and Research to Stimulate Organizational and Educational Improvement

A key measure that speaks to the ways in which institutions value scholarship and research involves the ways in which these institutions actually learn from the scholarship and research that is produced. As discussed in Criterion 2, Illinois Wesleyan University, over the past decade, has not only created an Office of Institutional Research and Planning, but has relied upon the collection and analysis of research in its strategic planning efforts. Not only have national survey instruments been used in support of this effort, but self-generated surveys have also been employed to determine constituency attitudes, beliefs and suggestions for programmatic improvement and policy revision. However, the use of research



William A. Munro, Ph.D.
(co-author)
Political Science

*Fighting for the Future of Food:
Activists versus Agribusiness in
the Struggle over Biotechnology*



Robert C. Bray, Ph.D.
English

Reading with Lincoln

¹⁰ www.iwu.edu/research/Faculty_Research.html

and scholarship to effect institutional change does not only occur in a top down fashion at IWU, but is in evidence on a regular basis through the multiplicity of curricular and co-curricular initiatives that are influenced by personal scholarship and informed understandings of best practices. A few examples give evidence for the contention.

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

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

The IWU General Education Program

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

represent a strong University commitment to ensure that all of its students acquire the skills and become conversant with the values that promote a life of learning. The General Education goals, in their current form, are listed below.

- To develop students' capacities for critical thinking, intellectual independence, and imagination by creating opportunities for **active learning**
- To develop students' knowledge and understanding of the fundamental processes and relationships of nature and culture and their evolution over time
- To enable students to use formal methods of reasoning in problem solving
- To **heighten students' understanding of the diversity of cultures in our own society and the world**
- To develop students' capacities for expressing and communicating ideas in writing and orally, in English and in another language, and for using writing as a means of discovery and understanding
- To foster in students the ability to make and assess judgments of value in such areas as ethics, aesthetics, and public policy by **encouraging them to frame questions of value, to explore alternative value systems, and to become informed, active citizens in public life**
- To develop in students kinesthetic awareness, personal fitness, and lifelong habits of healthy living
- To bring the world to campus and students to the world through varied combinations of **co-curricular programming, travel and service to the community** (Catalog 2011-2012, p.77).

The ethos of the IWU General Education program is based upon the assumption that as different areas of inquiry are both distinctive and are related to one another, students should have the opportunity to learn how different perspectives provide unique opportunities for viewing the world around us while also appreciating the ways in which these perspectives can be mutually reinforcing and complementary. As a result, the architecture of the program is based upon courses that fulfill the learning goals of knowledge categories, and courses that serve as flags, whereby they include content specific to a set of skills or values with which all students should become conversant. Typical students begin their General Education program by completing a Gateway Colloquium, a first-year seminar that allows students to polish their critical thinking skills through focused attention to the writing process. Remaining General Education course categories include Analysis of Values, the Arts, Contemporary Social Institutions, Cultural and Historical Change, Formal Reasoning, Intellectual Traditions, Literature, the Natural Sciences (students must complete a physical science and a life science course, one must contain a laboratory experience, the other will be issues focused), Second Language, and Physical Education. Required flagged courses include those that have a focus upon U.S.

diversity or global diversity and those that are writing intensive. Students must complete four flagged courses (two diversity courses corresponding to each area of focus, and two writing intensive courses, at least one of which should be completed before the end of one's sophomore year. By the time they graduate, students will therefore have completed at least three writing intensive courses: the Gateway Colloquium, and two writing courses, one of which must be in their major field of study.

Unlike some alternatives at other institutions, there is a degree of choice and flexibility built into the IWU General Education program. For example, a student need not complete a course in mathematics to fulfill her formal reasoning requirement if she elects to complete a philosophy course in elementary symbolic logic. Similarly, one can take courses that are situated within the Cultural and Historical Change category that are not housed within the history department. Thus, this program emphasizes the importance of appreciating the binding of ideas that bring the concepts embedded in the various categories together, rather than simple mastery of disciplinary content in a number of differing domains. In addition, students are able to complete their general education requirements throughout their undergraduate years so that their interaction with the Program and its goals need not end after a fixed time period, such as their sophomore year. As the General Education Program Assessment Report indicates, IWU faculty are concerned about finding ways to make the Program even more flexible, to expand its focus into areas that have become important to the faculty, students, staff, alumni and other members of the campus community and to identify potential areas where category boundaries appear to be artificial. Nonetheless, both the general content and the structure of the General Education Program seem to resonate with a vision of liberal inquiry that is accepted throughout the campus. Alumni comments testify to this conclusion. For example, one alumnus, writing about the Gateway Colloquium stated,

“The strong focus on written communication during the first year Gateway course was very helpful preparing me for papers and other written assignments required in other classes as well as professional correspondence and reports now required as a daily part of my job.”
(SSSC 2010 Alumni Survey).

Other comments within the Alumni Survey reflect a very high rate of satisfaction with the curriculum across the disciplines as the success of the integration of the general education program with the entire curriculum is clearly evident. Indeed, 96% of alumni respondents report that they were Satisfied to Very Satisfied with the coursework they completed both in their major area of study and courses outside their major(s.) The recent alumni survey report is also replete with quotes such as the following:

“The general education requirement set me on the path toward my second degree, which I never would have thought about prior to it. The small classes made it extremely easy to get to know others in the class

and make friends outside of my major. Teachers challenged me to think about things in different ways which have helped me stand out at every job I've ever been at because I can approach things in a way others cannot."

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

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

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

A history of the assessment of the General Education program is offered in discussions of Criteria 2 and 3. Suffice it to note here that the Strategic Curricular Review Task Force reviewed the Program in 2007-08 and a more extensive review was completed in 2011. A significant amount of documentation has been collected with regard to student and faculty views of the program. Although the degree to which programmatic goals have been met varies according to the specific general education category, the results reaffirm the contention that the University's General Education Program is meeting its stated goals (General Education Program Assessment report, July 18, 2011).

Curricular and Co-Curricular Linkages

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

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

In the welcoming statement it is further recognized that co-curricular experiences not only supplement and embellish the formal curriculum, but they should be

viewed as essential components of a liberal education. As the welcoming statement further details, *“Learning outside the classroom and beyond campus is a key part of our academic program. Students find a range of opportunities to collaborate with faculty on research projects, pursue internships and community service, and travel or study abroad.”*

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

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

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

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

“I had so many life changing experiences during my time at BiH, which impacted me in profound ways...These experiences...crystallized my interests in protecting human rights around the world and affirmed my empathetic drive to help others.” (U.S. State Department Intern, U.S. Embassy in Bosnia-Herzegovina)

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



“My involvement with the Action Research Center. The skills I learned during my time working with the center were directly influential to my career choices, my ability to successfully complete my graduate program and were cited by my current employer as one of the reasons I was an appealing candidate. The opportunity to conduct independent research through both my sociology research methods class and my sociology senior seminar class were also things cited by my current employer as things that made me an appealing candidate for the position.”

(SSSC 2010 Alumni Survey)

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

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

Photo, left: Participating in the Action Research seminar gave Matt Hill ’12 a chance to receive academic credit for helping in community projects such as a reading program for elementary students.



Above: *The Blank Canvas Program, an effort of ARC and Illinois State University's College of Fine Arts (ISU), aims to cultivate the creativity of low-income, minority youth in Bloomington-Normal to help communicate the challenges they face in thinking about college. The program has received annual grants from the State Farm® Youth Advisory Board.*

A final example involves a student who worked with the Social Media Team within the State Farm Marketing Department. As he states, "My time at State Farm was filled with several tasks and small projects. One of the small projects that I am particularly proud of was a presentation on a new social media platform called 'Meet up Everywhere.' I did research on the platform and made a presentation that I presented to my team. Other tasks included translating posts from the State Farm Latino Facebook page, creating a spreadsheet of emails from Agents and Zones about Facebook, categorizing the YouTube channel and working with the bilingual intern team to create an in-depth presentation of the strengths and weaknesses of the .com page in Spanish."

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

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

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

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

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

Learning Outcomes and Lifelong Learning

In the discussion of Criterion 3, survey data with regard to student learning outcomes were analyzed at length, with particular respect to the ways in which Illinois Wesleyan University has created effective learning environments. That

information is also important for what it says about the permanent effects of curricular and co-curricular experiences upon our students with particular regard to the ways in which inquiry and intellectual engagement continue to play essential roles throughout their lives. For example, the College Senior Survey Longitudinal Report offers substantial evidence that over their four years at IWU students develop the framework that reflects breadth of knowledge and intellectual inquiry. Representative areas include an 11% growth in the desire to develop a meaningful philosophy of life (from 53.8% as a freshman to 64.8% as a senior,) a 15.3% increase in the desire to obtain recognition for contribution to their field of specialization (from 44% of freshmen to 59.3% as seniors,) and an 18% growth from freshman to senior in working on environmental issues and problems (from 15.4% to 33.5%.) (Source: The 2007-2008 College Senior Survey Longitudinal Report¹¹)



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

NSSE also showcases our strong marks in complementary learning experiences that enhance our academic programs. The Enriching Educational Experience benchmark score shows IWU first-year students at 31.1 against the peer average of 27.9, with IWU seniors outpacing our peer institutions with a score of 53.1 as opposed to 40.5. Fully 75% of our students have participated in a practicum, internship, field experience or other related assignment by the time they are seniors. 79% of seniors have participated in community service or volunteer work. We show strong scores for engagement among students of different races, ethnicity, religious beliefs, and political or personal opinions (68% report being engaged in these interactions,) and over half of our seniors have participated in a capstone, senior seminar or other culminating senior intellectual activity. (Source: 2010 National Survey of Student Engagement — IWU¹²)

The impact of this environment upon students' future lives is evident in the results of the Alumni Survey, which, as we have previously seen, notes the high level of satisfaction with the breadth of knowledge and the skills and the development of

¹¹ www.iwu.edu/instres/assessment/csso8/csso8_longreport.pdf

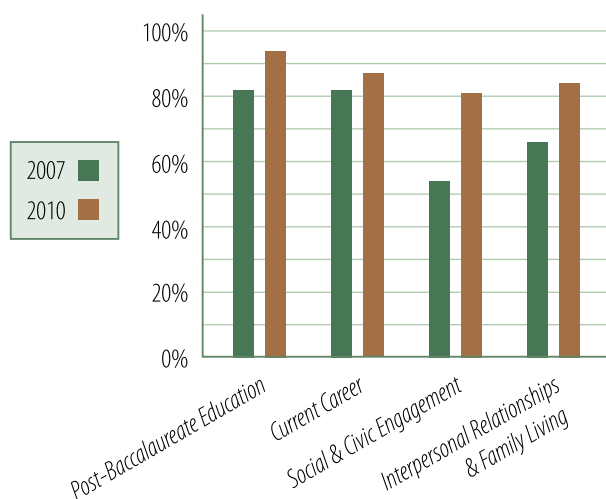
¹² www.iwu.edu/instres/nsse/nsse10_bm.pdf

the capacity for intellectual inquiry that alumni believe they received during their undergraduate experiences. A comparison of the 2007 (alumni from the classes of 1997 and 2002) and 2010 (alumni from the classes of 2003 through 2010) surveys reflects strong positive experiences across all areas of learning, from academic and career engagement to social and personal activities. These data provide the clear indication that the IWU experience is developing the whole person, in keeping with its liberal arts mission. Comparative data from these two surveys regarding overall satisfaction with one's IWU education are robust and positive, with 95% in 2007 saying they are "generally satisfied" or "very satisfied" (33% and 62% respectively) and 98% responding the same in 2010 (30% and 68% respectively.) Source: Alumni Survey — 2007¹³ and Self-Study Steering Committee 2010 Alumni Survey). Indeed, as Figure 4-1 below indicates, when asked the extent to which one's IWU undergraduate experience prepared the student for further intellectual and career activities, 94% of alumni from 2010 survey (82% from 2007 survey) engaged in graduate (post-baccalaureate) education reported being "moderately" or "greatly" prepared and 87% of alumni from 2010 survey (82% in 2007 survey) going directly into their careers reported being "moderately" or "greatly" prepared. Even more significant increases can be seen in the areas of social and civic engagement and interpersonal relationships and family living. As the following alumni commented,



Figure 4-1: To what extent did your IWU undergraduate experience prepare you for the following activities?

"Moderately" and "Greatly Prepared"



"The ability to participate in depth in multiple fields... allowed me to develop skills such as writing coherently and forming a well-structured argument to a much greater degree than I would have obtained by simply completing the core course requirements. In contrast with later academic institutions, I also greatly appreciate the breadth and quality of speakers IWU made available to the student body, and the enthusiasm with which the campus community attended and participated in those events."

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

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



“I’m a part of the biology/pre-med program, and future education is always kept in mind (i.e.-Med schools).”

(SSSC 2010 Student Survey)

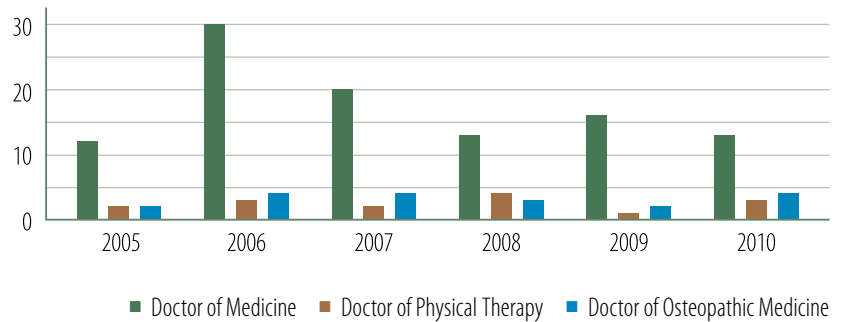


Figure 4-2: IWU Students Entering Medical Schools

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

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

Photos, left to right: Warren Kistner, director of the Hart Career Center, advises Kyle Borkowski '10 on job search strategies; Amanda Glandon '11 interned in 2010 with the Downtown Bloomington Association's Farmer's Market; Jazmyn Becker '12 represents COUNTRY Financial Insurance during an internship fair in 2010.

4C. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

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

Learning Outcomes and Professional Competence

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

Not surprisingly, the Hart Career Center was recognized by alumni across all majors as a valuable campus resource in the previously cited alumni survey. The

economic conditions of the past few years have made job searches more challenging. Students need advanced and comprehensive advice and counsel while weighing upon post-graduate choices to maximize the opportunities offered by an IWU education. As a result, both faculty advisors and the staff of the Hart Career Center have offered support for students trying to navigate and negotiate personal and professional opportunities made possible through the undergraduate experience. As some alumni noted,

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

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

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

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

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

Functioning in a Diverse and Global Society

Certainly the ability to function in an increasingly diverse and global society is not aspirational but is a necessity. Some of the ways in which the University prepares students for future success that speak to the current realities of globalization and diversity have been previously noted. The general education requirements that demand each University student complete separate courses whose content focus upon U.S. and global diversity issues speak to the University commitment to explicitly implement these Mission document values in the formal curriculum. The requirement that all students pursue study of a second language offers further evidence for this commitment. But these efforts are supplemented by other important experiences for which numerous students take advantage.

The importance of study abroad to the University mission is mentioned in the discussion of Criterion 3. However, its importance in furthering global awareness and professional competency can also be seen in alumni survey comments:

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

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

“I also love how the university encourages and makes it possible for students to study aboard and receive credits while abroad. The ability to take advantage of that opportunity is something that is invaluable and really allowed me to gain perspective of the world.”

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

“My study abroad time was the most valuable time as it taught me how to live completely independently and travel on my own.”

(SSSC 2010 Alumni Survey)

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

The Office of Multicultural Student Affairs, housed within the Division of Student Affairs, provides educational outreach to the campus. Guest speakers, workshops, and professional development opportunities give students, faculty and staff the opportunity to learn about diversity issues involving LGBTQ (Lesbian, Gay, Bisexual, Transgendered, Questioning) individuals and those with multiple ethnicities. The Multicultural Student Affairs office also oversees the Multicultural Center whose mission is “to provide relevant educational resources to the Illinois Wesleyan University community that will promote cross-cultural dialogues among campus groups and foster respect, appreciation and a sincere longing for diversity everywhere. It provides a safe space for underrepresented populations to meet and interact, and encourages the development of healthy identities for all IWU community members.” The Multicultural Student Affairs Office also oversees orientation and programs for Multi Racial, African-, Latin-, Asian-, and Native American (MALANA) students.¹⁴



¹⁴ www.iwu.edu/institutes/factbook/fact10/fac_1011.pdf

In addition, as has been noted in the discussion of Criterion 2, two professors have initiated an Engaging Diversity program, whereby randomly selected first-year Caucasian students are brought to campus three days early to participate in meetings and activities about diversity. The students spend their weekend discussing the definitions and history of diversity, affirmative action and college admissions, white privilege and racial identity, and participate in open communication and dialogue. In so doing, they meet with MALANA students, international students and IWU faculty and staff who have supported their decision to participate in the program.¹⁵



Independent Learning in Programs of Applied Practice

Numerous programs that involve applied practice stress the importance of independent learning in their mission statements, program goals, and in the curriculum that is delivered. In so doing, they further highlight the importance of global awareness, an understanding of social justice, a respect for diversity, and the need to be technologically competent, all of which provide the foundation for a modern education dedicated to liberal inquiry. The Sociology Department, for example, provides hands-on, experiential learning opportunities within the larger community beyond the classroom and the campus.¹⁶ The goal of the Educational Studies program is to graduate teacher-scholars for social justice who are well-grounded in their disciplines, reflective, resourceful and responsive in the field; and committed to challenging the inequities embedded in schooling and society.¹⁷ The International Studies program is designed for students who are interested in studying the relationships between global problems and regional dynamics or experiences from an interdisciplinary perspective. In requiring advanced intermediate second language competency and a relevant study abroad experience, it asks students to apply their comprehension of the global human community, their understanding of the lived experiences of people who live in other parts of the globe, and their own analysis of their place in a globalized world to their own cross-cultural interactions.¹⁸ One additional example involves the Computer Science program. Its foundational approach to computing within the context of a liberal arts curriculum focuses on the context in which computers and computing structures exist in today's rapidly changing technological environment. This approach produces computer science graduates who can more readily see relationships between computing and organizational/societal problems, and needs and issues, setting them apart from those whose training is limited to more technically-oriented skills.¹⁹



15 www.iwu.edu/CurrentNews/newsreleases10/fea_EngagingDiversity_00810.shtml

16 www.iwu.edu/sociology/SocMission.shtml

17 www.iwu.edu/edstudies

18 www.iwu.edu/istudies/about_IS.shtml

19 www.iwu.edu/cs/index.shtml



Photo, above: In 2007, Illinois Wesleyan University's Action Research Center and State Farm Insurance Companies designed a summer internship program that provides students the opportunity to work three days a week at a State Farm office and two days a week at a local not-for-profit organization.

Pictured left is Chris Burrichter, who worked in State Farm's Human Resources department in 2007 and helped to create a strategic plan for Western Avenue Community Center in Bloomington, Il.

Pictured right is Emily Meade, who, in 2007, worked in State Farm's Life/Health Division, as well as the UNITY Community Center in Normal, Il.

Social Responsibility and Curricular and Co-curricular Campus Efforts

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

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

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



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

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

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

Photo, from left: Students from the 2011 Summer Enrichment Program volunteered at Milestones Early Learning Center in Bloomington, Illinois; the 2011 Council for Latin American Student Enrichment (CLASE).



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

Academic Support for the Development of Student Skills and Attitudes Fundamental to the Responsible Use of Information.

As has been noted earlier in this discussion, much of the University efforts to promote the acquisition of information literacy among our students are centered among the library faculty who reside within The Ames Library. The Library faculty includes nine members and 10 full-time staff. The library building, completed in 2002, is a flexible facility, fully wireless, and home to the collaborative technology center in its Thorpe Center. With access to over 58,000 online journals and some 100 databases, its resources are available 24/7 throughout the world to IWU students, faculty and staff. The library is a member of Consortium of Academic and Research Libraries in Illinois (CARLI), a consortium that consists of 151 academic libraries offering IWU faculty, students and staff easy access to more than 30 million items. The library's information literacy program is an active one, fueled by the findings of an ethnographic research study that demonstrated the shallow understanding of research strategies and lack of critical analysis of documents that is reflective of the generation of students born in the digital age. Library instruction and one-on-one research sessions are a primary means of teaching students to acquire, discover and apply knowledge responsibly. During the 2009-10 academic year, for example, the Ames librarians taught 136 in-class instruction sessions.

In 2006, The Ames Library adopted its Information Literacy Mission Statement and in 2009, the library created the position of Information Literacy Coordinator to coordinate library instruction efforts. As noted earlier, in the discussion of Criterion 1, the library serves as the copyright information center for the campus and actively works with teaching faculty and the Provost's Office in educating about plagiarism. The *IWU Student Handbook* contains the IWU statement on Plagiarism.²⁰ At the same time, The Ames Library faculty regularly provides instruction on plagiarism to both faculty and students. The library maintains a subscription to RefWorks, a citation management tool, and using RefWorks can assist students in accurately citing scholarly references and avoiding plagiarism. Tutors at the IWU Writing Center²¹ also offer assistance with reviewing student writing and can help students avoid plagiarism incidents.

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

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

At Illinois Wesleyan University, we comply with the first mandate by describing and publicizing copyright law and policies related to its violation on Library and IT web sites. In addition, in concert with the Dean of Students Office, information is regularly shared about copyright and rights and permissions issues on an annual basis. We comply with the third requirement through posting several links to free music via the Library copyright site, and with offerings through the Division of Student Affairs for movie viewing opportunities through Swank (a major non-theatrical movie and online CE/CME education distributor, and public performance licensing agent).²²

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

Table 4-11: Plagiarism Cases

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

²⁰ www.iwu.edu/judicial/handbook/StudentHandbookPolicies.html

²¹ www.iwu.edu/writingcenter

²² www.swank.com/#ixzz1bEnC9vQu

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

Procedures Regarding Ethical Conduct Involving Research and Instructional Activities

The work of the University Institutional Review Board (IRB) and the Institutional Animal Care and Use Committee (IACUC) was also discussed with reference to Criterion 1. Suffice it to note that over the last four years the IRB process has changed considerably and has become very “researcher-friendly.” The process for writing the IRB application, processing it, reviewing and commenting on it has evolved

from a less standardized procedure to a more standardized one. Online electronic forms are available on our website and detailed instructions are given in a step-by-step process to assist researchers before they send in their final applications to the IRB. Since everything is handled electronically, applications can be reviewed, commented on, and sent to applicants in a timely manner (10-14 days). The entire process is transparent, except for the identities of reviewers. If student research is involved, the IRB requires a faculty sponsor who reviews the research and instructs the student in completing the application before sending in a joint application. This insures that the student learns the reason for the process and that the instructor is cognizant of the anticipated research. The IRB works with faculty regarding individual students who are taking senior seminars, honors, and independent studies, as well as classes engaged in a single class project (as is true

of research methods courses). Recent IRB statistics listed below offer a snapshot of the scope of the activities of the IRB over the past few years.

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

Table 4-12: Recent IRB Statistics

<i>Submitter</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>
Faculty/Staff Only	31	17	45
Classroom Projects (students)	132	103	197
Individual Students	12	23	22

Category definitions:

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

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

Conclusion

We believe that the University can be demonstrably proud of its efforts to promote the importance of acquiring, discovering, and applying knowledge throughout one's lifetime as a fundamental principle of liberal inquiry, the core value that is expressed throughout its Mission statements. All significant University constituencies understand the importance of this value and it is operationalized through important curricular and co-curricular initiatives.

The University's General Education program, for example is not only robust and comprehensive, but its second language and diversity requirements for all students speak to the increasingly diverse and globalized nature of twenty-first century life. The multiplicity of internships that are offered and the opportunities for students to engage in undergraduate research and scholarship communicate the shared understanding that lifelong learning occurs in formal and applied settings, and that the skills required to cultivate a life of the mind need to be consistently nurtured. Faculty reinforce a belief in the importance of sharing ideas while generating new ones through their scholarship and research, and they work directly with students through research honors, independent studies, and senior seminars to cultivate and support their efforts to pursue active intellectual engagement.

There certainly are challenges the University community needs to confront to improve upon its performance in facilitating lifelong learning. The financial aid pressures students and alumni confront can have a deleterious effect upon successfully pursuing one's learning goals. Engaging in formal research and scholarship requires time and access to financial resources, and the University needs to do a better job of ensuring that more faculty have the opportunity to assist students pursuing undergraduate research projects and that such activity is rewarded as a fundamental component of one's work. While the accomplishments of the IWU faculty are as varied as they are impressive, having more time to pursue one's research agenda would further assist faculty who struggle with the conflicting pressures of a significant teaching load coupled with significant institutional expectations for successful scholarly engagement. Finally, the importance of engaging in free inquiry so as to share ideas and create new ones can be more heavily stressed in staff publications and the Student Handbook. A list below summarizes these strengths and challenges as they relate to Criterion 4.



Strengths

- Student surveys indicate a basic understanding of the importance of a life of learning while the level of academic achievement expected of students is high.
- A strong general education program prepares students with the skills necessary to successfully negotiate a world that is becoming increasingly diverse, technologically sophisticated, and globally complex.
- Career Counseling is effective and comprehensive.
- Students pursue numerous internship and study abroad opportunities.
- There is strong alumni satisfaction with the quality of their undergraduate experience and alumni have demonstrated significant professional success in their endeavors.

Challenges

- Greater institutional support for undergraduate research will be required if even more students are encouraged to pursue such opportunities.
- Greater institutional support for faculty scholarship and research will be necessary to allow more faculty to successfully pursue their scholarly goals.
- The importance of protecting and encouraging free inquiry as a fundamental component of lifelong learning needs to be better communicated in University materials, particularly the Student Handbook and staff publications.
- More educational opportunities for staff at various higher education levels need to be implemented.

Conclusion: Illinois Wesleyan University has successfully fulfilled the requirements of Criterion 4 in support of the HLC accreditation process.





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-gandhi

CRITERION 5

Engagement and Service

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

Introduction	235	5c. The organization demonstrates its responsiveness to those constituencies that depend upon it for service.	242
5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.	236	Engagement with Students	242
Learning Through Constituency Participation	236	Staff Engagement	247
Using Interviews and Surveys	237	Faculty Engagement	249
Identifying Student Needs	238	Trustee Engagement	250
Identifying the Needs of Staff and External Constituencies	239	Engaging Parents	251
5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.	242	Engaging Alumni and Donors	253
		Demonstrating Responsiveness to External Communities	254
		5d. Internal and external constituencies value the services the organization provides.	260
		Conclusion	263
		Strengths	264
		Challenges	264

CRITERION 5

Engagement and Service



Directly Above: "Titan Talkers" are current students who make contact with alumni, parents and friends of the University to seek support for operating expenses and student scholarships, as well as for students who have lost a parent while enrolled.

Introduction

Since its inception, Illinois Wesleyan University has 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 fail to understand the strengths and weaknesses of premises that underlie arguments that form part of the larger public discourse. Democratic societies cannot survive without open discussions that define a common understanding of the public good and respect and protect differences of opinion.

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 noted in the discussion of Criterion 1, the categories of constituents who comprise the Illinois Wesleyan University community 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 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 order to learn from constituencies, appropriate representation has to be ensured so that their needs and concerns are understood. It is within this context that the creation of the Strategic Planning and Budgeting Committee (SPBC), 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 4, has become especially important. In all of these settings, the aim is not one of simple constituency representation but one where 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 Relations, 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. The Lawlor Group Identity Study reported that alumni rated their experience at IWU as an 8.5 on a scale of 10 for overall satisfaction. As noted in the discussion of Criterion 1, 69% of total respondents stated that they believed that the University was living its mission. It is likely that some portion of these high marks can be attributed to the focus on engaging many different constituent groups across many University offices.

Using Interviews and Surveys

Alumni outreach is important because it touches upon the fiscal health of the University while maintaining Mission integrity. Because similar equivalencies can be noted for all of the relationships the University maintains with its constituents, 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.

The University fulfills this responsibility in a number of ways. While the procedures for faculty and staff evaluation have been 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. The data collected from the Integrated Post-Secondary Education Data System (IPEDS) that compare Illinois Wesleyan University performance indicators with those of its peer/aspirant institutions provide valuable evidence regarding staff salaries and the number of staff. It also offers perspectives on the nature and composition of the student body, its academic performance, institutional sources of revenue, faculty salaries, etc. The Division of Student Affairs has committed to having its units reviewed according to Council for the Advancement of Standards criteria; external reviews of Counseling and Consultation Services, the Hart Career Center, the Office of Residential Life, and the Office of Fraternity and Sorority Life are especially noteworthy in this respect (Counseling_and_Consultation_Serv._External_Review; Career_Center_Review_Team_Report; Fraternity_and_Sorority_Life_CAS_evaluation). In addition, the use of the Association of College and University Housing Officers/Educational Benchmarking, Inc. (ACUHO/EBI) 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 allow them to address the needs of University constituencies. Staff members within the Division of Student Affairs are encouraged to regularly attend regional and national meetings where issues involving professional competency and effectiveness are continually discussed. The 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.

Surveys and interviews have further contributed to the University's general understanding of the needs of its constituents. The use of interviewing, particularly among campus-wide student focus groups, graduating seniors, or students

who decide to leave the University prior to their graduation, is 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 serves as a prime example of this case. 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 for Diversity 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.

“ We have many academically strong and highly motivated students who benefit from our unique blend of professional programs and liberal arts and close relationships with faculty members. Unlike many research universities, our talented students have the opportunity for frequent interactions with faculty members who are committed to teaching. We don't rely on graduate assistants to deliver courses.”

(SSSC 2010 Faculty Survey)

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. While many of these programs have been mentioned in discussions of the first four criteria, programs such as the MALANA orientation, the IWU Safe Zone Training, the Summer Enrichment Program, the Guide Mentoring Program and Diversity representatives in residence halls¹ demonstrate that the imperative to maintain effective programs and develop new ones to 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. 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.

While our students enter the academy with an increasingly assumed knowledge of and comfort with technology, they possess differing degrees of skill in using information technology successfully, and display less comfort with the use of traditional means of conveying written expression. The institutional responsibility

¹ www.iwu.edu/multicultural/programs.shtml

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. In the past, students were not only subject to poor advising, but too many undeclared majors fell through the cracks. These students are now 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

Because the University aspires to be not only a well-functioning institution, but also 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 Faculty/Staff breakfast, the Holiday luncheon (transformed into an afternoon reception in 2009), ice cream socials, and a spring picnic assist in providing a shared sense of community on the campus. Although some of these events have been reduced in scope over the past few years because of financial pressures, they remain important tools for bringing campus constituencies together. The Summer Reading Program, which provides the opportunity for both internal and external University constituencies to read and discuss a pre-selected text with incoming first-year students, further serves to join constituencies for a shared experience that reiterates the importance of intellectual engagement by all members of the University. Staff are invited to participate in campus technology workshops and faculty reading groups, although, for some, participation is limited due to scheduling conflicts and lack of available release time.

As evidenced by 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. The local community has excellent access to facilities such as the Shirk Athletic Center. Theatrical, musical and artistic performances held on campus are attended by Bloomington and Normal residents and are



Above: Retired chair of Illinois Wesleyan's sociology department, D. Paul Miller, who has won 216 Senior Olympic medals in track, trains at IWU's Shirk Center for the 2012 event.

reviewed in the local media. Exhibitions held by local and national artists, IWU faculty, and students, housed in the University's art galleries, are regularly open to the public. The University is pleased to welcome the public to hear the numerous speakers and performers from around the country and around the world who come to the IWU campus. The use of the Shirk Center exemplifies one of the many ways in which the University encourages local community attendance and support. As a recreational facility for students, faculty, staff, alumni, and the community at large, the Shirk Center also serves as a host facility for use by external groups such as the Illinois High School Association, the NCAA, the Special Olympics,

group activities sponsored by McLean County and Bloomington/Normal, and many other summer programs. The University has 18 varsity teams for men and women, serving over 550 student-athletes, thus 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. Seventy-five percent of the faculty and staff also make use of the facility on a regular basis (Shirk – Wellness Report).

Two additional examples illustrate the ways in which the University links its own values to the needs and concerns of the surrounding community. 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 nationwide 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. These speakers interact with students, faculty, staff and community members in lectures, workshops and discussions that are held throughout the day. In addition, over the past few years the University has also held two Racial Justice summits, co-sponsored with the local YWCA. 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. This program has proven to be less successful with our campus community, with poor University attendance at the most recent Racial Justice summit, indicating a need to do much more to encourage participation among faculty, students, and staff.

In support of its commitment to sustainability, the University has installed two electric car charging stations in the parking lot of its LEED silver certified Minor Myers jr. Welcome Center. This community initiative, EVTown,² is designed to promote the use of alternative energy sources for transportation purposes. This



² www.evtown.org

endeavor is supported by a coalition of business, university, governmental, and other interested stakeholders who wish to establish Bloomington-Normal as a model electric vehicle community.

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 community-wide 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 almost 18 tons of food from the Bertholf Commons, faculty dining areas and large catering events.³ 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 Expo⁴ 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.



The University has clearly identified its different constituencies, be they internal or external to the physical boundaries of its campus, and endeavors to listen to their needs and react appropriately whenever possible. This commitment is reflected in programming initiatives, particularly but not exclusively in areas such as Alumni Relations, Student Affairs, and external community relations. Since 2005, the University has funded the position of Director of Government and Community Relations. Deeply involved with community initiatives for many years preceding the establishment of that 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 creates 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



Above: Carl Teichman '80, director of government and community relations, plugs-in an electric car in one of the two new University charging stations to support local alternative energy sources for transportation.

³ www.iwu.edu/CurrentNews/newsreleases11/fea_RecycleMania_00511.shtml

⁴ www.iwu.edu/CurrentNews/newsreleases11/evt_WellnessExpo2011_00311.shtml

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.

An important measure of the commitment an organization makes toward its members and stakeholders involves the *effectiveness* of its efforts at engagement. The effectiveness of engagement efforts will vary according to the needs of 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. Illinois Wesleyan demonstrates support for the core institutional values to which the University community is committed and 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 students is a crucial obligation for a liberal arts college and an area in which the University has been deeply engaged. The Illinois Wesleyan (Arnold) Health Service provides primary health care and/or professional referral services to IWU students, who 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 serves as a primary care provider for 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 subject to availability, to University employees). External referrals to other medical professionals are also provided as needed. There is no charge to students for seeing the NP and the Health Service records about 2000 visits per year, including faculty and staff. While no specific objective measure of satisfaction with the Health Service has been reported, 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 reports a strong relationship with faculty as they work together to address the needs of students with medical problems.

In some cases, the staff of the Health Service confront challenges. These include providing oral contraception for students, 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 is to serve as a “bridge” to more long-term therapy. Although the provisions would ordinarily fall within the scope, training, and responsibilities of the nurse practitioner, there are limitations 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 (e.g., males, athletes, members of fraternities), 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 is located in a 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. To be eligible for services, students must first self-report their disability and provide documentation, 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 Director of Academic Advising oversees all ADA accommodations; she and the Provost work very closely with the Student Affairs Division to coordinate these

services our 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.⁵



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.

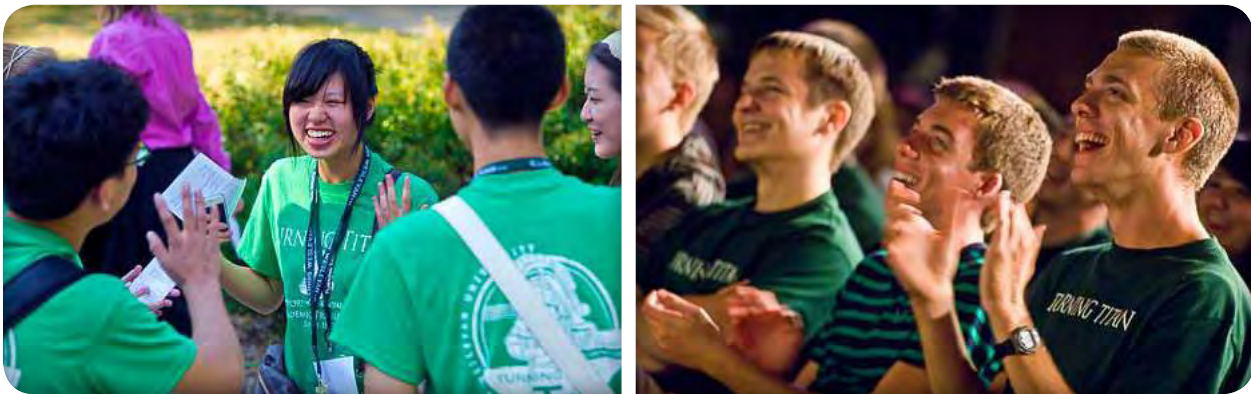
The Ames Library is committed to insuring that users with disabilities have equal access to all library resources, print and online. Available assistance may include research assistance, delivery of materials, adaptive technology, and ensuring building accessibility. The Thorpe Center in Ames has additional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

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, and the student must adapt to a new software program. Additional resources would allow for more individualized attention to students in these instances. The fact that not all campus buildings are accessible to those with physical disabilities presents its own set of ongoing challenges (although

⁵ www.iwu.edu/access

as noted in the discussion of Criterion 2, notable improvements have occurred since the last accreditation review). 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 be relocated to an appropriate alternative space.

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 work with students with specific accommodation, they should be understood within a larger framework, where 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.

The University has the expectation that students will 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 made clear during their "Turning Titan" first year orientation program, where 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, where first year students are matched with older alumni who are in need of assistance. The program began five years ago to augment volunteer placements that are offered to students 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 Bloomington-Normal

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 alumnus 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, 43 students provided assistance for 13 alumni, creating memorable connections that have served both young and old, supplying needed service and creating lasting friendships. Although the work performed for our alumni is important, 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. In many circumstances, the work is 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. During May Term, any IWU student can volunteer to participate irrespective of the year in school.

There are 212 registered student organizations in 14 different categories, including volunteer, club athletics, student government, spiritual life, fine arts and cultural activities, politics, fraternity and sorority, music, and media. The possibilities for co-curricular engagement are certainly present, both on and off campus. Students who choose to join an organization learn efficient time management strategies and how to set priorities to appropriately balance academic and work obligations with 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 the student's formal adviser, is crucial in assisting students as they 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 work with students so they are aware of the transfer credits they will receive for participating in such programs, and to help them plan to meet academic requirements needed to graduate. The advising process and support system offered to students who study abroad involves additional complexities including the interpretation of course equivalencies arising from different educational systems, help with scholarship options for students needing travel fund assistance, and coordination with one's advisor regarding the availability of study abroad courses. Similarly, 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, insuring that they register successfully. Whether it be a semester spent in another country or an 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 noted in the discussion of Criterion 3, a significant number of academic departments and programs require that their majors complete an off-campus experience (e.g., Political Science, International Studies, Hispanic Studies, French, German, Educational Studies, Music Education, and Nursing.) 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 the IWU bubble, inferring that the campus environment can be isolating and closed.⁶ 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, to involvement in the Action Research Center and service related co-curricular activities, 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. As noted, they include the creation of a Staff Council, staff representation on the SPBC, staff representation on major search committees, and the guarantee of official staff presence at Board of Trustee Meetings. Due in large part to 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.

There are 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

⁶ www.iwu.edu/iwunews/magazine/pastissues/Spring-2007/SENATE.shtml

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 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. 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 AM – 4:00 PM, 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 AM – 4:30 PM, such changes in the regular work day schedule are significant and have been appreciated.

In November 2010 the Board of Trustees authorized a special salary supplement for faculty and staff where 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 and 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. The lack of adequate child care for faculty and staff was a major concern expressed in the 2003 *Growth and Challenge* 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. As a result, this facility became a shared, community-based initiative because no single institution was in a position to solely fund and operate such a center.

Policies involving tuition benefits, day care, supplemental stipends, and changes in staff schedules have benefited the University staff, and in some instances, faculty as well. However, as 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 occur, while better accommodations need to be made for those staff who would enjoy participating in service-oriented activities, but whose work schedules are too inflexible to permit such participation.

In spite of all of these initiatives, 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 noteworthy 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. Their current level of engagement is remarkable given the workload and compensation issues they confront. In spite of some notable efforts that have been made to address 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 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 by inviting them to attend Board meetings on a regular basis has also been noted.

The Board's level of institutional engagement is also evident in other ways. 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 eight 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, in addition to attending to their formal responsibilities, Board members often visit classes that are in session, hold and organize alumni events, and those who are local residents are active both in civic activities and 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, among other themes, have been shared. 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 (Bd Trustees — Criterion 5 rev).

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 (former IWU president) 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 certain that their services are well understood outside of a fairly closed community (primarily the President and the Cabinet). Trustees receive feedback from the administration, faculty, and staff (much of it on an informal basis) although one trustee believes 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. 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 electronic 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 to share 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.”⁷



A Parent Board, established by the Advancement Office and now run by the Student Affairs Division, helps coordinate these and other initiatives. With a mission dedicated to assisting students and strengthening the parent-University relationship, members of the Parent Board participate in on-campus programs, and represent IWU within and outside the campus community.⁸ Of course, financial aid remains a primary concern for most parents, and the Financial Aid Office has taken steps since the last reaccreditation review to offer assistance to parents in this area. Specifically, this office has become more involved in assisting parents with efforts to secure private loans, and has moved application forms, direct loan processes, and other general information to online access.



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

⁷ www.iwu.edu/giving/who/parents2.shtml

⁸ www.iwu.edu/eparent/ParentBoard.shtml



*for the program and all that the IWU campus does for the students!”
(First Year Frequency Blog 8/29/2011)*

Engaging Alumni and Donors

In addition to the engagement with alumni that has already been detailed, the regular program of alumni relations adds to the vitality and linkage to this important group. An Alumni Association Executive Board oversees the various committees that represent specific alumni groups including 20 regional committees and 12 reunion committees that operate annually in addition to those groups that have special common interests, such as Minority Alumni Network, Greek Alumni Committee, Alumni Admissions Committee, and Pride Committee. (Alumni Written Report.pdf). Those efforts that have most successfully engaged alumni are a result of a systematic effort to solicit their talent and skills in support of the University.

Alumni 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, and the success of alumni who have stayed in the area. The CEOs 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, and Chestnut Health Systems, as well as 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.

***Above:** The annual luncheon of the Illinois Wesleyan Associates, which was founded in 1953 and consists of business and professional leaders interested in the advancement and support of private higher education. The Associates provide financial support for students from McLean County as well as internships and job opportunities for IWU students.*

“*Illinois Wesleyan alumni do so much for the school, both nationwide and worldwide. Their ability to support us is what gives this school its strong backbone and the ability to withstand the recent and ongoing challenges that many schools have been facing.*”

(SSSC 2010 Student Survey)

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 continued support of and concern for the welfare of the University is indicative of the loyalty a large portion of the alumni feel for the institution, as are the increases in Homecoming Weekend attendance rates, which have increased over 50% in recent years.

The challenges the Advancement Office confronts in managing a capital campaign were noted previously in Criterion 2, 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. 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. The overall success of the Campaign to date is extremely impressive nevertheless 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 effectively engages with each of these communities. The specific needs that each community has 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 combined population of 165,298 and located within McLean County, Bloomington-Normal 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 economic and political 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 Bureau⁹ 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 esteem in which the University is held in the Bloomington-Normal community is in direct relation to the fact that many graduates have remained in the area and have contributed directly to its growth and development.

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 (WBRP.) IWU was involved in the initial task force that was convened in 2008 by the local Economic Development Council and the City of Bloomington, and has played a critical role in the development and implementation of the WBRP strategic plan that was created. There has been a concerted effort to address the needs of this neighborhood as they relate to safety, housing, social support for area youth, educational improvement, and economic development. Illinois Wesleyan University has worked with Illinois State University



Top photo: In November 2004, working with the Action Research Center (ARC), Maren Wesley '06 and Liz Jaroscak '06 documented the relocation of an 1894 Queen Anne-style house by the nonprofit organization Old House Society (OHS). The students helped OHS with pre-publicity and by photographing and videotaping the move, collaborating with cable TV's History Channel.

Near photo: In March 2012, Illinois Wesleyan students and faculty joined the St. Baldrick's Foundation in a campaign to raise money for childhood cancer research, collecting over \$6,000, by shaving their heads or donating hair. The event was sponsored by the campus organizations Sigma Alpha Iota, Kappa Kappa Gamma and Theta Chi.

9 www.bloomingtonnormalcvb.org/index.cfm



Above: In March 2012, the future met the past as fourth graders from Tremont Grade School handled a 16th century manuscript and discussed the dynamics and challenges of college-level research with University Archivist and Special Collections Librarian Meg Miner.

to offer mentoring opportunities for K-12 students living in the neighborhood and has offered support for those wishing to partner or establish new businesses. As noted in the discussion of Criterion 3, IWU 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 helped the WBRP to obtain 501c3 designation as a charitable organization from the Internal Revenue Service and have staffed the office and developed a number of marketing and informational tools.

Similar projects have been initiated with additional prospects of success. Such is the case for a study on local foreclosure rates conducted by an IWU economics professor and student after the student completed a Time Series Analysis course. The student obtained a grant from the 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. Their work was used by several governmental entities as well as community organizations in dealing with the aftermath of foreclosures.

Projects such as these cement the University's reputation as a valuable community partner, with students who are interested and willing to become involved in local community affairs. The excellent town-and-gown relations the University experiences 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 incomes they are viewed as being conscientious, dependable, hardworking, and gifted. The Bloomington–Normal experience with IWU students successfully counters the general (incorrect) perceptions that undergraduate students attending a small private residential institution enjoy an

exorbitant degree of family affluence with little regard for the surrounding community.

Criterion 3 noted the connections that professional programs have made with local external constituencies. The School of Nursing and the Educational Studies Department offer particular examples where the relationships cultivated with the external community greatly enhance the learning offered within the professional programs. The School of Nursing 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. As many other programs do not offer clinical experiences for their nursing students until their junior year, 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 placements¹⁰ 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, Ill., the Walter Reed Army Medical Center in Washington, D.C., the Tripler Army Medical Center in Oahu, Hawaii, St. Vincent Hospital in Indianapolis, Ind., the OSF St. Frances Medical Center in Peoria, Ill., the Methodist Medical Center in Peoria, Ill., and the Advocate BroMenn Medical Center, Normal, Ill..

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



Top photo: Students in Susan Swanlund's class, "Nursing and Health Promotion," demonstrated their spring 2009 semester's learning by sharing it with residents of Bloomington's Westminster Village Retirement Community. Above, Betty and Will Stevenson visit with Samantha Studzinski '11 about osteoarthritis.

Near photo: Nearly 30 Illinois Wesleyan students from Karen Busson's 2009 course on "Principles of Marketing" visited third graders at Grove Elementary School in Normal, IL, to gain insight into an actual corporate campaign targeting children called "The Pizza Hut Challenge." The students returned later in the semester to share their own marketing concepts with the class.

¹⁰ www.iwu.edu/nursing/curriculum/Clinical_Experiences.shtml



Photo, left: High school participants of the 2006 Multicultural Weekend, designed for students who want to explore the diverse community at Illinois Wesleyan by meeting current students and professors, sitting in on classes, interviewing with an admissions counselor, participating in activities, eating the food on campus and staying the night in a residence hall.

Photo, right: IWU students answer questions during the 2009 College Inside and Out program, an annual event co-coordinated by the Alumni Relations Office and the Admissions Office to assist alumni and their college-bound children in selecting a college, writing an admissions essay and financial planning.

IWU is largely due to the trust that public school teachers and administrators have in the University faculty and our students. IWU clinical supervisors visit at least five to six times during a typical student teaching assignment. In addition, student teachers are asked to take full responsibility for analyzing their strengths and challenges in direct cooperation with the cooperating teacher and the University supervisor. As a result, student teachers are fully supported and encouraged to develop their teaching competencies to the highest degrees of proficiency possible for novice teachers. Cooperating teachers and public school officials know that students who progress through our Teacher Education program will receive an uncommon amount of attention and support from their University professors and instructors. IWU students are known to be well-prepared and ready to assume classroom responsibilities when they pursue their clinical work. The respect that public school teachers and administrators demonstrate for IWU students and the Teacher Education program is hard-earned, particularly because neighboring Illinois State University yearly credentials one of the largest cohorts of student teachers in the United States. The large number of IWU graduates employed as teachers in our local school system is testimony to the strength of the program. In committing resources to a quality Teacher Education program, the University is reiterating to the wider world the importance of teaching as a core value within its Mission.

The University takes very seriously 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 noted in 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. To meet the needs of the growing population of community college transfer students, staff from the Admissions Office and the Director of Enrollment Management meet with officials from a number of community colleges, 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 encourages qualified students who begin their initial studies in a community college environment and later wish to transfer to IWU. In 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. As more students in subsequent years consider the transfer option from the community college to Illinois Wesleyan University, the importance of creating clear lines of communication with community college officials is understood.

The external communities with which IWU engages extends beyond the Bloomington-Normal area. There is a wide array of opportunities for students to engage with people and organizations outside the University and to experience the transformative experiences that come with experiential learning projects. For example, one Illinois Wesleyan student, 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. After graduation, he received a Bill Emerson National Hunger Fellowship and 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. Yet another student worked for UNICEF-Spain on children's immigration issues while completing coursework in Salamanca and

Above: During the 2012 spring semester, twenty-one students were officially enrolled in a new course dedicated to grant writing, the first of its kind at Illinois Wesleyan.

Using skills learned in this class, IWU Student Danny Kenny '13 received \$500 from the McLean County Wellness Coalition (MCWC) to be put toward his work with the Illinois Wesleyan University Peace Garden. The aim of the garden is to provide both sustainability education and fresh produce for IWU and the local community.

Pictured is a ground-breaking ceremony that was held on April 17, 2012.

many others have completed human rights service projects in Africa. One recent graduate interviewed NATO officials while completing his study abroad experience, 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.

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. For example, a recent graduate from Nepal 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. Every year, a few Japanese students take courses at Illinois Wesleyan gaining credit units 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. 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.

Through its sponsorship of numerous activities that offer service to its varied internal and external constituencies, the University achieves far more than the provision of educational opportunities to 18-21 year olds. Within the academy, faculty and staff provide strong expressions of mutual respect and shared values, as exemplified by comments made in the Self Study Steering Committee survey. The following quotes are insightful in this regard.

The people who work here like what they do, and they are here because they care about the students and student learning

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. (2010 SSSC Staff Survey)

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. (2010 SSSC Alumni Survey)

The success of the *Transforming Lives Campaign* to date (\$92 million of the \$125 million dollars raised as of 2011,) 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 five of the survey

Clockwise from top:

Pres. Wilson with graduates attending the 2012 Senior Dinner, a formal event recognizing student leaders and welcoming a new class into the IWU Alumni Association.

Conexiones (“Connections”) is a social event specifically intended to welcome first-year Latino/a students and inclusive to all returning Latino and non-Latino students, staff, and faculty.

The construction company of alumnus Ed Brady ’85 (left) sponsored labor and resources for the building of a house for a Philo, Ill., family (pictured) who were chosen to receive a much-needed new home by the ABC TV show *Extreme Makeover Home Edition* in 2009. Eighteen Wesleyan students volunteered for the project.

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 human beings.

Those students who responded with negative comments tended to focus on a single aspect of the mission statement, such as the following statement in which the individual contested the University's commitment to sustainability and diversity.

The Minor Myers 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 (2010 SSSC Student Survey).

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 at 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 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.

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 encourages the expression of differing political viewpoints and orientations, and is sought after as a safe place for political discourse. Not surprisingly, debates between candidates running for seats to the House of Representatives have been held on campus premises. National politicians, pundits, and critics of differing political persuasions have given lectures and held meetings at the University site. One real challenge involves making a more concerted effort to document the use of campus facilities on the part of external groups, 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 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. As it seeks to build upon its record of accomplishments, the University recognizes the need to assess facilities usage and benchmark the quality of services provided to external constituencies. Better resource allocation and planning is needed to address pressures involving time and expense, particularly as they relate to staff workload and compensation issues. Illustrative of this is the staffing of physical plant operations. As the chart in Appendix L indicates, only four employees have responsibility for labor services and six staff members take regular responsibility for managing ground services. As a result, staff members from other units are often asked to work overtime for the labor 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.

“*Wesleyan gives students chances to grow. Professors give students many opportunities to get involved directly with them, the services provided here give students opportunities to join the community, etc.*”

(SSSC 2010 Student Survey).

Students continue to need encouragement to take risks and share experiences with groups different from those with which they might naturally associate. Better communication among the differing constituencies both internal and external to the University needs to be implemented with the goal of reinforcing the values expressed in our Mission statement. 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 has successfully fulfilled the requirements of Criterion 5 in support of the HLC accreditation process.*

Pictured on the following page: *As part of Homecoming festivities in 2011, Bobby Castillo '14 and Pres. Dick Wilson unveiled a Class Gift Campaign banner during the Alumni Awards Lunch. The banner recognizes the class of 2014 for their high level of participation to the 2010-11 Class Gift Campaign, and it now hangs in the Hansen Student Center.*





EXIT



THINK

CONCLUSION

It is indisputable that Illinois Wesleyan University's achievements since its most recent re-accreditation are significant and impressive. Since the previous self-study process was completed, a revised mission statement and a new vision statement were created along with a strategic plan that was based upon the values enunciated within those documents. All three documents have been taken seriously and serve as reference points for important decision-making on the campus. For example, one can see clear evidence for the way in which the University's commitment to diversity is practically expressed in the workings of the University Council for Diversity (UCD) and the increasingly diverse composition of the University student body, the Board of Trustees, and to a lesser extent the faculty and staff. The institution's commitment to social justice is evident, not only as a formulaic expression within the Mission statement, but in practical terms, through the achievements of the University's Action Research Center, its Alternative Spring Break Programming, its Peace Fellows and Weir Fellowship Programs, and the nationally recognized co-curricular activities of its Habitat for Humanity chapter. In a similar vein, the transformation of a Green Task Force into the GREENetwork, the creation of a popular Environmental Studies major, and the construction of a new Welcome Center with LEED certification speak to some of the ways in which the University-wide commitment to sustainability, as enunciated within the Mission statement, has been articulated in concrete terms. A similar story can be told with regard to the University's commitment to educate students who are aware of the global forces that are defining 21st century life. The growth of the International Studies major, continued investment in study abroad

Previous page: Foyer of the Minor Myers, jr. Welcome Center, the first new construction building in Bloomington to be LEED certified by the U.S. Green Building Council.



Above: A photograph by Professor of Art Kevin Strandberg (Parc de la Ciutadella, Barcelona; 2011). Strandberg directed the 2011 IWU Spain Program and oversaw the relocation of the program from Madrid to Barcelona.

programming (including island programs in London and Barcelona), and exchange agreements with institutions in Asia and the Middle East, as well as the periodic hosting of Fulbright Scholars and Scholars at Risk, speak to the ways in which the University has embraced this important value. In addition, it is important to note that a decade ago there was significant disagreement regarding the University's identity with specific regard to its dispositions involving liberal arts and professional programs. Today, there is much greater consensus with respect to the core liberal arts mission of the University as well as the important ways that professional programs can and have contributed to the implementation of that mission.

Ten years ago, both staff and faculty expressed concern regarding the lack of inclusiveness that characterized University decision-making. In response to those sentiments, the University created greater transparency in its governing structures. New administrative bodies including the Strategic Planning and Budgeting Committee (SPBC), the UCD, and the Staff Council were created and their presence has enhanced participatory decision-making among the various University constituencies. In support of these efforts, staff representatives are now invited to attend Board of Trustee (BOT) meetings along with faculty and student representatives and the number of faculty visitors to BOT meetings has increased.

Additionally, the President meets bi-annually with members of the Staff Council. Perhaps the most significant institutional accomplishment over the past decade involves the University's willingness to engage in a comprehensive planning process that is informed by a rational analysis of information collected from numerous sources. The development of a comprehensive strategic plan, adherence to a thoughtful Master Plan involving capital projects, and the launch of a continuing, but heretofore successful, capital campaign speak to the ways in which comprehensive institutional planning has served the University well. The creation of administrative positions including the Assistant Vice-President for Institutional Research, Planning, and Evaluation, the Dean of Enrollment Management, and the Associate Dean of the Curriculum further speaks to the seriousness with which support for institutional planning is articulated, as does the formation of the aforementioned SPBC.

Of equal importance to the health of the University has been the willingness of all of its relevant constituencies to participate in a plan of shared sacrifice in response to the fiscal pressures the University was forced to confront as a result of the 2008 recession. Although such sacrifice has been painful, the University finds itself in a more stable position than was evident at the time of its last re-accreditation. In addition, it is a source of pride that, unlike some peer institutions, the University did not terminate faculty or staff, nor did it pursue cost-cutting strategies that



severely affected its academic and student affairs programs. The academic profile of the University student body is as strong as it was a decade ago, and the quality of students who are attracted to its grounds remain the University's greatest asset. Indeed, the University has retained the ability to attract uncommonly gifted students, faculty, and staff and recent resource constraints have not compromised its performance in this area.

The pursuit of teaching excellence is the one value that has and will always define Illinois Wesleyan University. The commitment to this goal has been unwavering in the past decade and there are numerous examples of high impact learning practices in curricular and co-curricular settings that have profoundly affected University students in positive ways. Study abroad and internship opportunities have increased, both in number and in popularity, and provide important avenues for the academic and personal growth the University promotes. Encouraging students to pursue honors research or contribute to student publications with an academic focus offer additional evidence for the ways in which the University is preparing its students for success after their graduation. The maintenance of a strong general education program and the strengthening of the University advising system have further supported students as they are introduced to the life of the mind during their undergraduate years. For all of these reasons, it is unsurprising that the University continues to be well respected by its external constituencies while evoking the loyalty of alumni as well as other members of its community. It is an important cultural resource within the Central Illinois area and maintains a strong reputation within the state and the Midwest region as an institution dedicated to academic excellence.

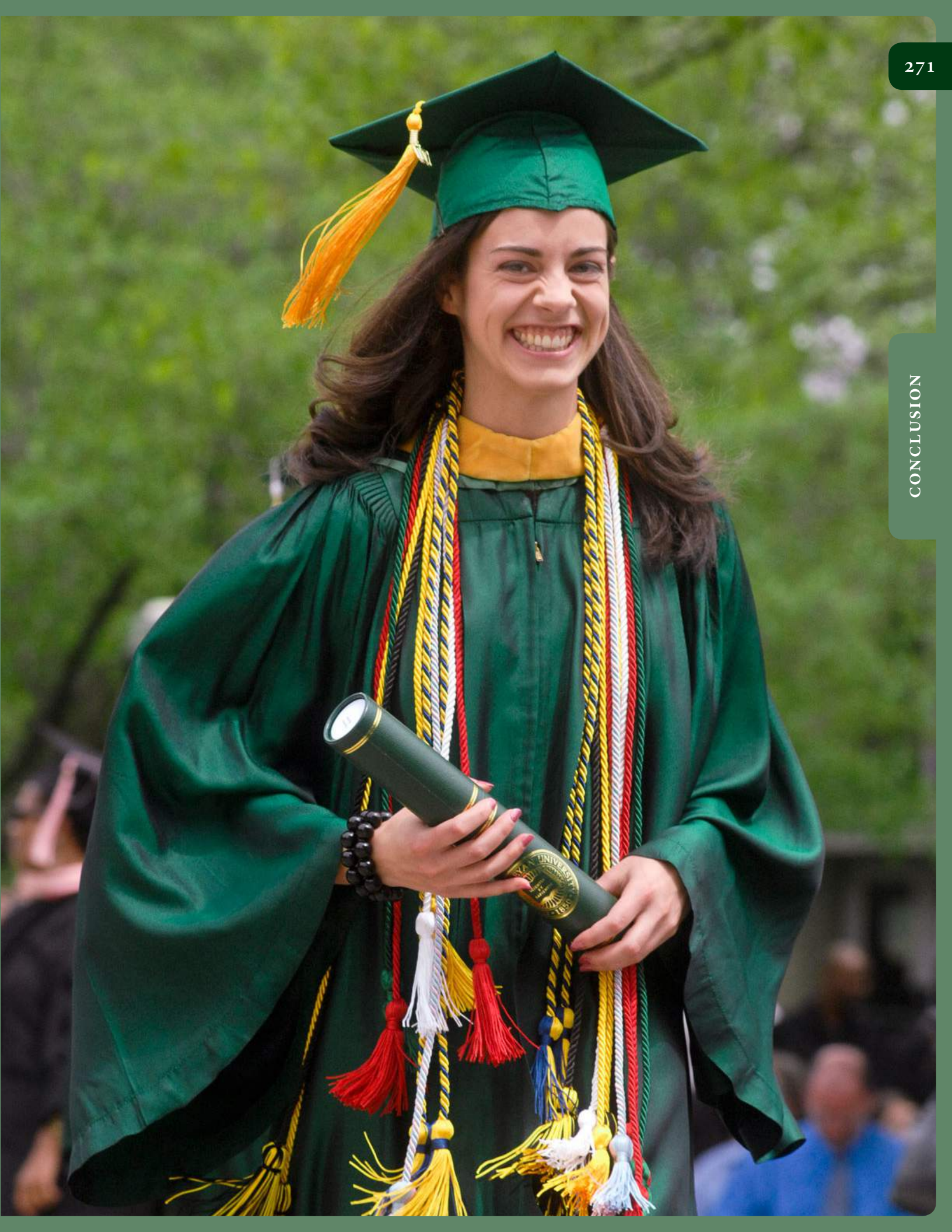
These achievements are even more impressive when one considers the larger context that has influenced their occurrence. The University has undergone significant administrative change over the past decade within many of its most important leadership positions, much of which has been unexpected. For a relatively small organization that has witnessed changes in the President, Provost, Vice-President of Student Affairs, Registrar, and Dean of Admissions positions,

the fact that it has continued to successfully adhere to its mission-driven values is a notable accomplishment. As has been noted, its ability to improve the stability of its financial position without sacrificing those values is equally impressive. Indeed, IWU's unique approach to liberal inquiry, offering students blended opportunities to pursue both the traditional liberal arts and focused attention to some areas of professional competency through engaging in reflective practice, is a model other liberal arts institutions may seek to emulate. It would certainly be inaccurate though to view its commitment to such an approach as expedient or trendy in light of the University's lengthy history. Instead, it serves as prima facie evidence for the institution's dedication to preserving the integrity of its mission.

Nonetheless, the University confronts a number of challenges as it enters the second decade of the 21st century. In order to fulfill its aspirations, new resources will have to be secured to adequately address current and future staffing needs and enhance salary, benefits, and compensation packages for faculty and staff. Securing additional capital resources in areas such as technology and new equipment is a continuing challenge. And, as is true of many small private liberal arts institutions that are primarily tuition dependent, ensuring that the undergraduate experience at IWU is affordable for students and their parents/guardians is an important issue that will need to be addressed. Finally, the University will need to expand the geographical diversity of its student body in order to further stabilize its enrollment patterns.

None of these challenges are unique to Illinois Wesleyan University. The nature of U.S. higher education is changing rapidly and it would be difficult to locate other institutions of a similar type that aren't experiencing the same issues. Indeed, because of its strengths, in many ways IWU is in a position to serve as a higher education leader, modeling best practices for promoting academic excellence while planning for the future with prudence and pragmatism. However, in order to fulfill its own aspirations and in so doing serve as a higher educational institutional leader, it will need to continue to improve upon its efforts to communicate more effectively with its internal and external constituencies while supporting decision-making that is proactive and forward thinking. Although significant progress in this area has been made since the previous re-accreditation visit, the challenges that the University must address are daunting enough to require a stronger collective effort among all University constituencies in order to ensure future success. Creative problem-solving is enhanced through an eclecticism that encourages a sharing of various perspectives and an appreciation for the merit of views contrary to one's own while continuing to affirm those values to which all members of the University subscribe. In the coming decade, all members of the University community will be required to work even more closely together in charting the University's future.

Photo on following page:
*Shannon Baumer beams
after receiving her diploma
at the Commencement
ceremony in May 2007.*





APPENDICES

Appendix A	
Illinois Wesleyan University	
Federal Compliance	275
1. Credits, Program Length, and Tuition	275
2. Student Complaints	277
3. Transfer Policies	278
4. Verification of Student Identity	278
5. Title IV Program and Related Responsibilities: Compliance with the Higher Education Reauthorization Act	278
6. Institutional Disclosures and Advertising and Recruitment	281
7. Relationship with other Accrediting Agencies and with State Regulatory Boards	282
8. Public Notification of an Evaluation Visit and Third Party Comment	282
Appendix B	
University Organizational Structure	284
Appendix C	
Organization of Board of Trustees	285
Appendix D	
Organization of Academic Affairs	286
Appendix E	
Results of the Survey of Faculty Values Regarding the Distribution of Faculty Development Monies	287
Appendix F	294
Standard & Poor's Global Credit Portal — Ratings Direct®	295
Moody's Investor's Service Rating Update	303
Appendix G	307
MALLA Teagle Study: Report of the Reading of Senior Papers	308
Appendix H	
Proposed External Departmental/ Program Review Schedule	321
Appendix I	
Illinois Wesleyan University	
External Reviews for Departments, Schools and Programs	322
I. Purpose and Benefits of the External Review	322
II. Major Components of an External Review	323
III. General Schedule for External Review	324
Appendix I: Elements of the Self-Study	325
Appendix II: The External Review	327
Appendix J	
Artistic and Scholarly Development Grants	329
Appendix K	
Junior Faculty and Sabbatical Leaves	383
Junior Faculty Leaves	383
Sabbatical Leaves	390
Appendix L	
Physical Plant Staff	424

APPENDICES



***Directly above:** The Center for Natural Science Learning and Research contains classrooms, teaching and research laboratories, and other facilities for programs in biology, chemistry, physics, mathematics, computer science and psychology.*

APPENDIX A

ILLINOIS WESLEYAN UNIVERSITY Federal Compliance

1. Credits, Program Length, and Tuition

The Commission's policy requires that an institution be able to demonstrate that it assigns credit hours to courses in a reasonable and systematic way, typically in the semester or quarter hour format. Degree programs should have overall credit hour requirements that are within the range of current good practice in higher education in the United States. In addition, the policy anticipates that an institution set its tuition consistently across its programs, avoiding program specific charges unless such charges are justified.

Credits and Program Length

Illinois Wesleyan University offers Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.M.), and the Bachelor of Music Education (B.M.E.) degrees.

A minimum number of course units must be completed for each degree program offered by the University. The minimums are as follows:

Bachelor of Arts	32 units
Bachelor of Science	32 units
Bachelor of Science in Nursing	32 units
Bachelor of Fine Arts	32 units
Bachelor of Music	35 units
Bachelor of Music Education	36 units

The course unit system and equivalencies to other systems for awarding collegiate credit are described more fully on pages 58-59 in the Introduction section of the 2011-2012 IWU Catalog.¹ The minimum course unit requirement must be met without counting the fractional portion in courses valued at 1.25 units - that is, courses valued at 1.25 units contribute one unit each toward the minimum number of course units. No more than two units of the minimum course unit requirement may be earned in courses receiving less than one full unit of credit (for example, no more than four courses receiving .5 units of credit can be used in meeting the minimum course unit requirement). Students majoring in Music and Theatre Arts are exempt from this limitation, but must complete at least 18 course units outside their department.



¹ www.iwu.edu/academics/Catalog.html

The following enclosure is a memorandum to the IWU faculty concerning the new Department of Education requirements related to instructional time and degree completion and the University's continued demonstration of compliance.

To: The Faculty
From: Credit Hour Task Force²
Re: New Credit Hour Requirements
Date: 28 November 2011

The Credit Hour Task Force was formed to evaluate the new Department of Education requirements related to instructional time and degree completion. The committee reviewed the new standards, sought consultation from peer institutions and other organizations within the higher-education community, and reviewed Illinois Wesleyan's institutional practices and related data.

Our catalog states that, "Ideally, all courses will make approximately the same total demands upon a student's time: ten to twelve hours per week per course (including scheduled class meeting time needed to complete all assignments) as a rule of thumb during a regular semester."³ This would equate to seven to nine hours of work per class per week; however, students reported an average of four to five hours per course in our most recent NSSE survey. Faculty members should be mindful of this discrepancy in planning their upcoming courses.

To address this student workload issue and to demonstrate compliance with the new DOE requirements, the Task Force suggests that faculty include language in their syllabuses that clearly articulates an appropriate out-of-class workload, which may include an expectation of specific curricular and co-curricular activities. The following are potential models.

- For courses that meet four hours per week, there should be a clear statement of work expectations.
- For courses that meet fewer than four hours per week, the statement of workload should include increased expectations. These may include:
 - › Specific additional independent work;
 - › Required attendance at a set number of events (the concert attendance policy in the School of Music is an example);
 - › Embedded course activities;
 - › Experiential options including internships, service projects, and relevant work study.

² L. Betz, J. Green, J. Matthews (SSSC), G. Olson (CUPP), and S. Sheridan (AS)

³ *Illinois Wesleyan University Catalog 2011-2012*, p. 59.

Additionally, the Task Force recommends that the Internship Liaison Committee review contact hours for internships in order to be consistent with these practices. Likewise, the May Term Advisory Committee should consider a review of May Term coursework and schedules to assure demonstration of compliance.

Tuition

On an annual basis, the IWU Board of Trustees, based upon recommendations from the President's Cabinet and the Strategic Planning and Budgeting Committee, sets tuition. Tuition is the same for all degree programs at IWU. Certain courses that involve private instruction (e.g., applied music lessons) or University-owned study abroad programs (e.g., London and Barcelona Programs) carry additional course fees. These fees are listed in the Introduction section of the 2011-2012 IWU Catalog on page 23, as well as the University's financial aid website.⁴



2. Student Complaints

The Commission requires that an institution explain its process for handling student complaints, as well as summarize the number, type and resolution of complaints it has received in the three years prior to the comprehensive evaluation.

Illinois Wesleyan University is committed to a policy of support and fair treatment of its students in their relationships with fellow students, faculty, staff and administrators. Consistent with the University's mission to be a tightly knit, supportive university community, students are encouraged to seek resolution of complaints directly with the faculty or individual/s involved when possible. For matters where such resolution is not feasible there are several offices where students are directed to file formal complaints: the Office of the Dean of Students, the Office of the Provost, and the Human Resources Office. While most complaints are handled informally, a small number of written and signed complaints are recorded in the offices listed above. Each office maintains tracking records of such complaints.

Illinois Wesleyan's policies and regulations concerning student conduct and behavior are available in the IWU Student Handbook which is published on the Judicial Affairs website.⁵ The Student Handbook is intended to inform the Illinois Wesleyan University community about policies and procedures concerning students. It consolidates information from many sources on topics including academic processes, student complaint procedures, health and safety, and University services.



⁴ www.iwu.edu/finaid/costs.html

⁵ www.iwu.edu/judicial/handbook

3. Transfer Policies

*The Commission's policy requires that an institution demonstrate that it discloses its transfer policies to students and to the public and that its policies contain information about the **criteria** it uses to make transfer decisions.*

IWU's general policy on transfer admission is described in the University catalog under the subsection pertaining to Admissions Criteria and Policies in the Introduction section (specifically pages 21–22 in the 2011–2012 Catalog⁶). The Admissions homepage⁷ contains a link to information for transfer students, which includes a description of the application process, the availability of financial aid and various links to the necessary forms required for transfer admission.



IWU's formal credit transfer policy is described in the University catalog under the subsection Credit for Work External to the Illinois Wesleyan in the Introduction section (specifically pages 69-72 in the 2011-2012 Catalog). The policy explains who is responsible for evaluating credits for transfer to IWU, and it explains how the transferred credits apply toward an IWU degree. The catalog subsection also outlines course credit transfer, credit by examination and advanced placement (AP), as well as how the University evaluates performance on AP exams for credit.

4. Verification of Student Identity

The Commission's policy requires that institutions verify the identity of students who participate in courses or programs provided to the student through distance or correspondence education.

The School of Nursing at Illinois Wesleyan University offers two courses that fall under the federal definition of distance education: N218: Pathology and Pharmacology II; and N280: Nursing Foundations II: Health Promotion and Risk Reduction. Verification of student identity is assured through the University's use of TelePresence software, which allows viewing of students on a continuous basis.

5. Title IV Program and Related Responsibilities: Compliance with the Higher Education Reauthorization Act

The Title IV Program and Related Responsibilities policy expects that institutions will provide information about these components to the Commission and that the team will review that information.

Illinois Wesleyan University complies with the Title IV requirements of the Higher Education Reauthorization Act as amended in 1998.

⁶ www.iwu.edu/academics/Catalog.html

⁷ www.iwu.edu/admissions

RESPONSIBILITIES AND REQUIREMENTS CONCERNING THE GENERAL PROGRAM, STUDENT LOANS AND FINANCIAL MANAGEMENT

Financial Aid

IWU participates in the Federal Direct Loan Program and the Federal Perkins Loan Program, and has maintained consistently low cohort default rates. The University's default rates, as established by the United States Department of Education, for the most recent three reportable years are as follows:

FY 2007	0.6%
FY 2008	1.6%
FY 2009	2.2%

All documents relevant to Title IV compliance are maintained in the Office of Financial Aid, and will be made available to the visiting team. This includes the Program Participation Agreement (PPA), Eligibility and Certification Renewal (ECAR), and Internal Policies and Procedures manual for processing of federal financial aid for students. There have been no Department of Education program reviews or compliance audits at IWU during the ten years since our prior re-accreditation.

The Annual A-133 federal audit covers all federal funding, and is also available to the Review Team. There were no findings in the most recent audit of the year ended July 31, 2010.

Student Right to Know

IWU is in compliance with Title IV requirements regarding the reporting of graduation rates. Graduation rates are reported to the Integrated Post Secondary Education Data System (IPEDS) by the Office of Institutional Research & Planning. IWU's four- and six-year graduation rates are published on the University's website in a number of areas including the IWU Common Data Set,⁸ the IWU Fact Book,⁹ and the IWU Facts webpage.¹⁰ The University's six-year graduation rates by gender, race/ethnicity and Pell Grant recipients are also available via the IWU Fact Book. Additional information is available as follows:



- Student Withdrawal¹¹
- Cost of Attendance¹²
- Refund of Title IV Funds¹³

8 www.iwu.edu/institres/dataset

9 www.iwu.edu/institres/factbook

10 www.iwu.edu/aboutiwu/facts.html

11 www.iwu.edu/judicial/handbook/StudentHandbookPolicies.html#withdrawal

12 www.iwu.edu/finaid/costs.html

13 www.iwu.edu/bus/studentacct/Refunds.html

- Academic Programs and Faculty¹⁴
- Accrediting Agencies¹⁵
- Facilities for Disabled Students¹⁶
- Study Abroad Enrollment Policy¹⁷



CAMPUS CRIME INFORMATION AND RELATED DISCLOSURE OF CONSUMER INFORMATION

IWU is in compliance with requirements for reporting campus crime statistics. The University publishes an annual security report on the IWU Security Department homepage,¹⁸ which fulfills the legal requirements of the Campus Security Act, “Jeanne Clery Act.”



SATISFACTORY ACADEMIC PROGRESS AND ATTENDANCE POLICIES

IWU is in compliance with the requirement that it make its policies on satisfactory academic progress and attendance readily available to students. Policies on academic progress and class attendance are described in the 2011–2012 IWU College Catalog¹⁹ (pages 65–68), as well as information on academic probation and disqualification. A student in good standing maintains a minimal cumulative grade point average of 2.0 or higher. The IWU Student Handbook²⁰ also summarizes the University’s attendance policy and grading and standards.



CONTRACTUAL RELATIONSHIPS

IWU does not maintain contracts with third-party entities to provide academic content for its degree programs. The University does not have any off-campus sites at which a student can complete 50% or more of a degree program.

CONSORTIAL RELATIONSHIPS

IWU does not maintain contracts with consortia entities that provide academic content for its degree programs. The University does not have consortia relationships with which a student can complete 50% or more of a degree program.

14 www.iwu.edu/academics/departments

15 www.iwu.edu/aboutiwu/facts.html

16 www.iwu.edu/access

17 www.iwu.edu/studyabroad/thinkingabout/SAEligibility.html

18 www.iwu.edu/security/SecurityReport.html

19 www.iwu.edu/academics/Catalog.html

20 www.iwu.edu/judicial/handbook

6. Institutional Disclosures and Advertising and Recruitment

The Commission's policy requires an institution to demonstrate that it is providing accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as its programs, locations and policies.

Illinois Wesleyan University refers to its affiliation with the Higher Learning Commission in the 2011-2012 IWU Catalog (page 11) as follows:

Illinois Wesleyan University is officially categorized by the Carnegie Commission as one of America's 270 Baccalaureate Colleges—Arts & Sciences. The University is accredited by the North Central Association. The School of Music is approved by and holds membership in the National Association of Schools of Music. The programs in elementary and secondary teacher education are accredited by the State of Illinois. The Commission on Collegiate Nursing Education grants accreditation to the School of Nursing, which is also approved by the Department of Registration and Education of the State of Illinois. The Department of Chemistry is on the approved list of the American Chemical Society's committee on professional training.

The University's affiliation statement with the Higher Learning Commission is also available throughout IWU's website at the bottom of each webpage and is titled "Statements of Accreditation and Non-discrimination."²¹



The self-study process revealed that the University should be providing the Commission's Mark of Affiliation wherever possible, so it was included in this link in May of 2010. In addition, the statement link is available in the IWU Self-Study Steering Committee webpage,²² as well as the webpage for the Office of Institutional Research & Planning.²³ A direct link to the Higher Learning Commission is available on the IWU Facts webpage.²⁴ Finally, the complete contact information for the Higher Learning Commission will be included in the 2012-2013 IWU Catalog. It will be as follows:



Catalog

The Higher Learning Commission:
230 South LaSalle Street, Suite 7-500
Chicago, Ill. 60604-1413
Phone: 800.621.7440
www.ncahlc.org

²¹ www.iwu.edu/statement.html

²² www.iwu.edu/selfstudy

²³ www.iwu.edu/institres

²⁴ www.iwu.edu/aboutiwu/facts.html

7. Relationship with other Accrediting Agencies and with State Regulatory Boards

The Commission requires that an institution appropriately disclose to the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

Several of IWU's academic programs hold professional accreditation. These programs and associated accrediting bodies are:

- The School of Music is approved by and holds membership in the National Association of Schools of Music.
- The programs in elementary and secondary teacher education are accredited by the State of Illinois.
- The School of Nursing is accredited by the Commission on Collegiate Nursing Education, which is also approved by the Department of Registration and Education of the State of Illinois.
- The Department of Chemistry is on the approved list of the American Chemical Society's committee on professional training.

All of IWU's accredited programs are in good standing with their professional accrediting agencies, and no adverse action has been taken against any of the programs. The Higher Learning Commission of the North Central Association of Colleges and Schools alone accredits Illinois Wesleyan University.

8. Public Notification of an Evaluation Visit and Third Party Comment

The Commission seeks comments from third parties about institutions being evaluated for accreditation. Institutions scheduled for comprehensive evaluations publicize the forthcoming evaluation in accordance with established Commission procedures regarding content, dissemination, and timing.

In preparation for its PEAQ Comprehensive Evaluation, IWU will place the final version of the self-study report on the Re-accreditation Self-Study website,²⁵ which will be accessible to the IWU campus community and general public. This website, as well as the following modes of communication, will inform viewers how to contact the HLC-NCA to submit third-party comments. The University web site, social media channels, the July/August issue of the University alumni magazine, Campus Weekly e-newsletter, the monthly eConnect alumni newsletter and bimonthly eParent newsletter will be used to reach alumni, friends, students, families, faculty,



²⁵ www.iwu.edu/selfstudy

staff and retirees. Community leaders and members will be reached primarily through news stories generated by a news release to local media and the University web site. Local and state government officials that have a relationship or impact on the University will be advised by a message sent from the Director of Community and Government Relations.

In general, the key message will include the following information:

North Central Association Accreditation Visit

Every ten years Illinois Wesleyan University undergoes a re-accreditation review by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA). Last accredited in 2003, the University is once again taking part in the process, which involves the writing of a detailed self-study report by IWU and a visit to campus by a team of evaluators from the HLC-NCA, on October 1-3, 2012. The IWU Self-Study is available via the following link: www.iwu.edu/selfstudy.

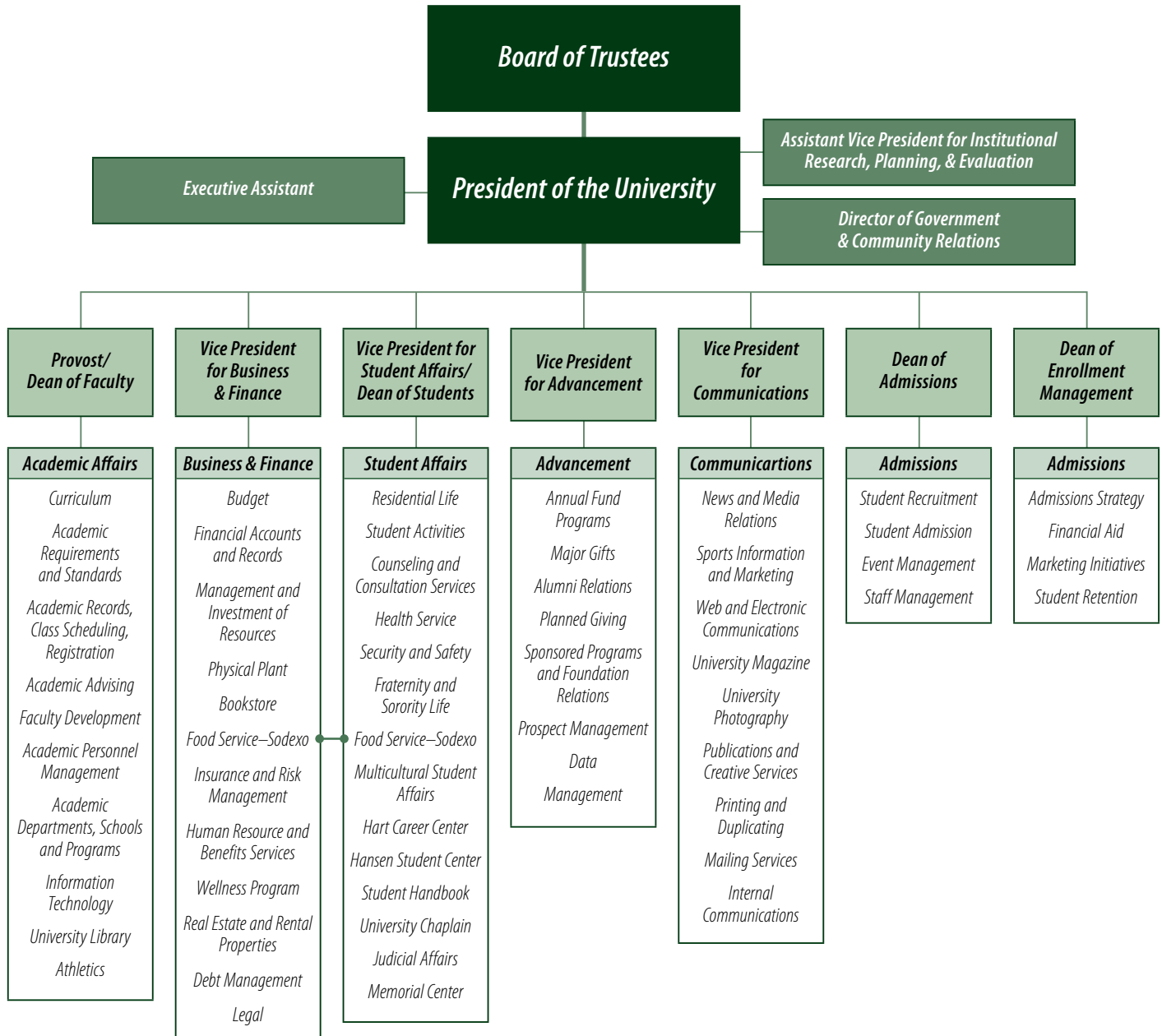
The Commission invites comments from the public on IWU's qualifications for accreditation. The comments must be written, signed, and sent by September 1, 2012 to the following address:

Public Comment on Illinois Wesleyan University
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413

Comments also may be filed electronically via the following link:
www.ncahlc.org/Information-for-the-Public/third-party-comment.html.

APPENDIX B

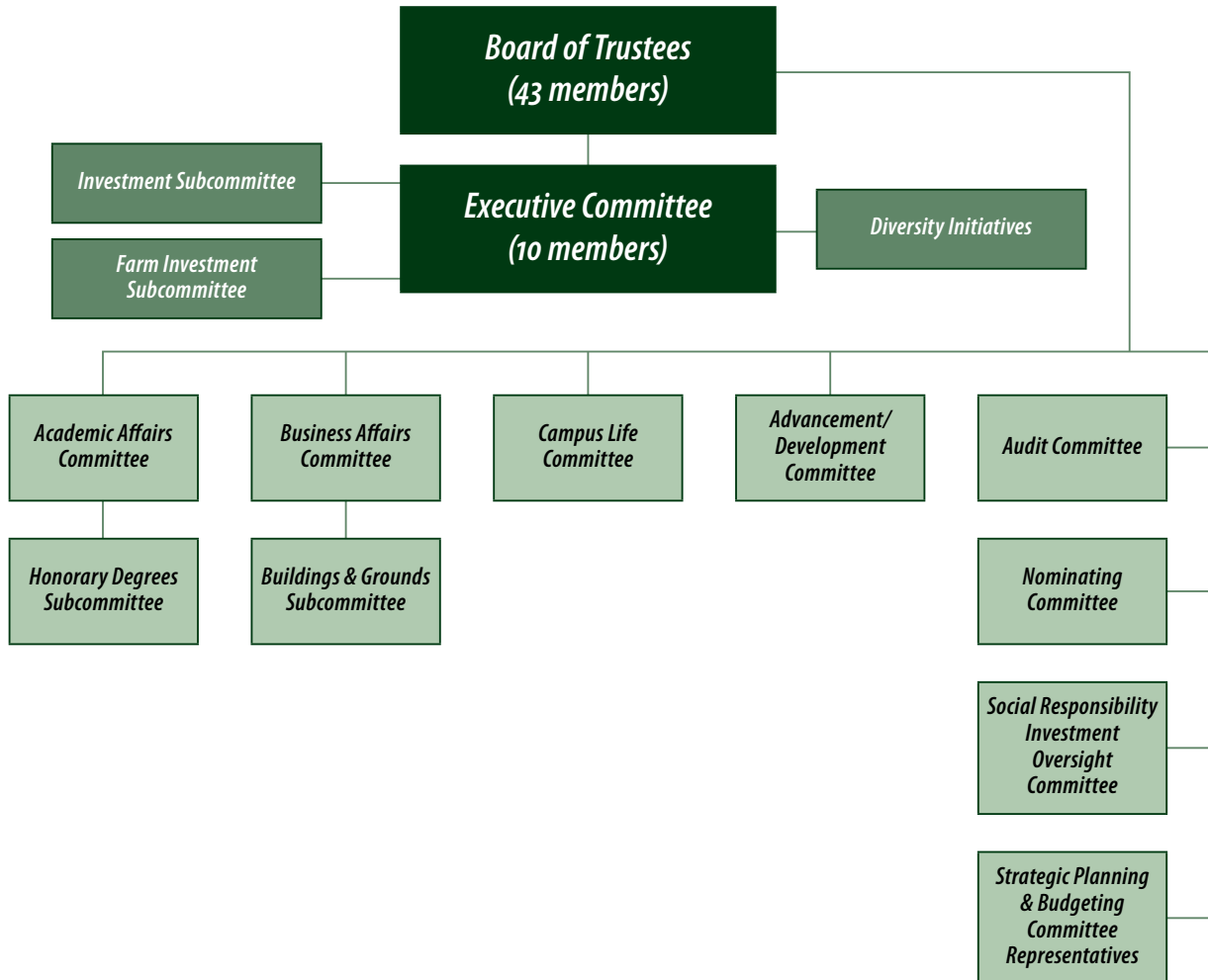
University Organizational Structure*



*This chart is an operational representation and does not constitute official policy explicitly adopted by the University. Revised August 2011.

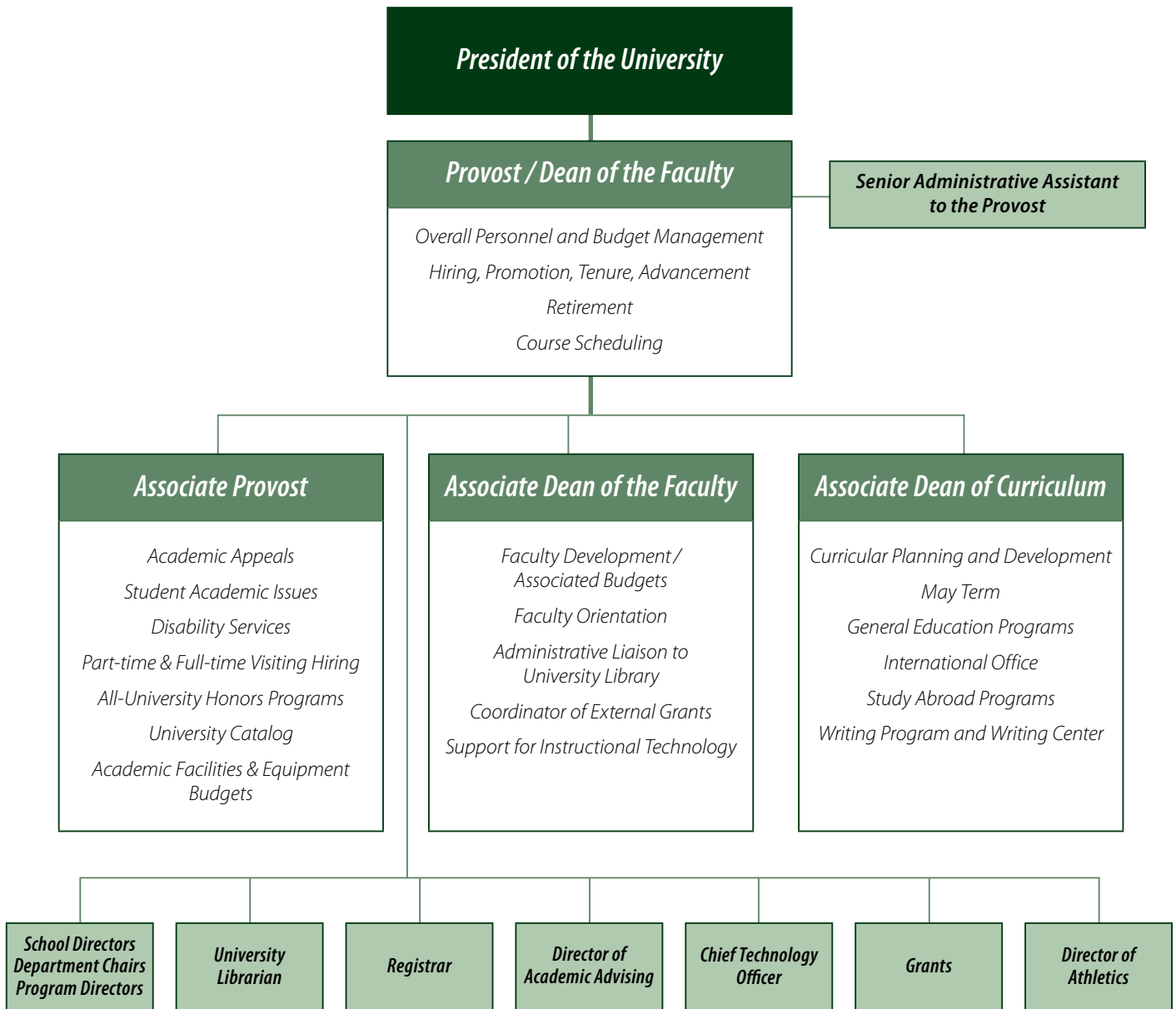
APPENDIX C

Organization of Board of Trustees*



*This chart is an operational representation and does not constitute official policy explicitly adopted by the University. Revised August 2011.

APPENDIX D

Organization of Academic Affairs

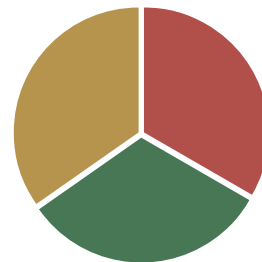
APPENDIX E

Results of the Survey of Faculty Values Regarding the Distribution of Faculty Development Monies

Presented by the Faculty Development Committee (2010)

Demographics of the Respondents (n = 72)

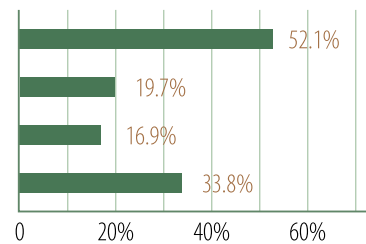
- Professor ■ 34.7% (n = 25)
- Associate Professor ■ 33.3% (n = 24)
- Assistant Professor ■ 31.9% (n = 23)



Artistic and Scholarly Development Program

Frequency of grant applications

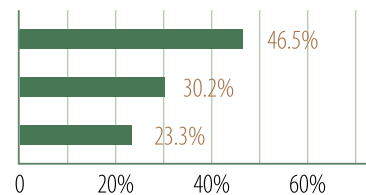
- ...in the last 5 years?
- ...in the last 6 to 10 years?
- ...in the last 11 or more years?
- I have not applied for an ASD grant.



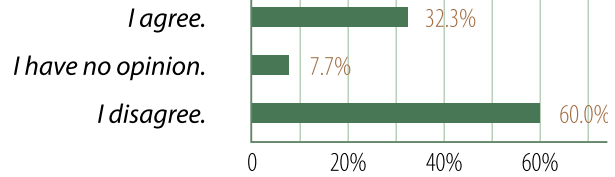
How often do you request a stipend allowance?

76.7% request a monetary stipend

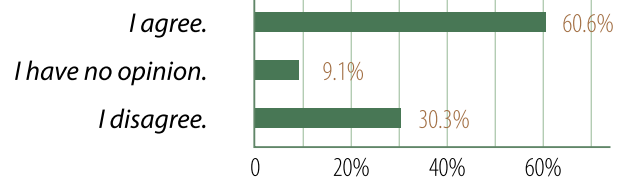
- Always
- Usually
- Rarely



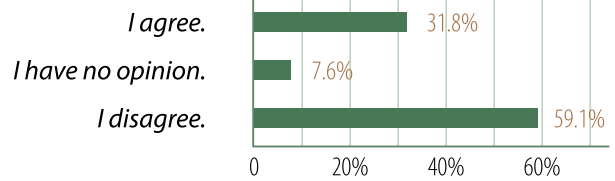
ASD grants should be limited to the awarding of funds only for materials, supplies, and student wages.



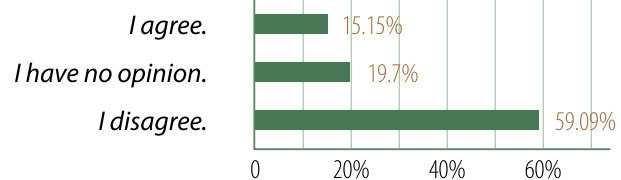
Faculty should be eligible to apply for an ASD and a CD award during the same academic year.



Faculty should be able to apply for ASD grants before completely using the monies from a previous award.

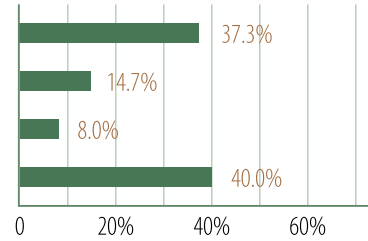


There should be an increase in the monetary award of the ASD grants (knowing that there will be a decrease in the total number of supported proposals).



Have you applied for a Curriculum Development (CD) grant?

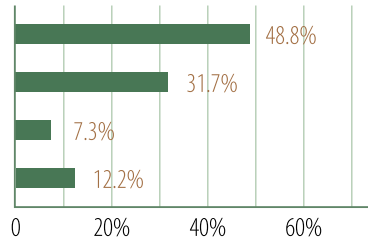
- ...in the last 5 years?
- ...in the last 6 to 10 years?
- ...in the last 11 or more years?
- I have not applied for a CD grant.



If you have applied for CD grants, have you requested a monetary stipend?

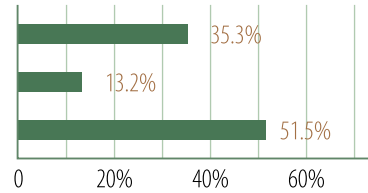
80.5% “usually +” request a stipend

- Always
- Usually
- Rarely
- Never



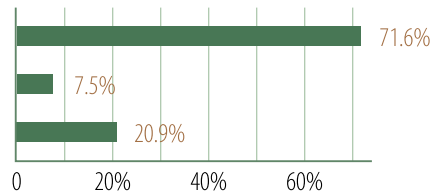
The same funding should be allocated for ‘revising’ a course as is provided for developing a new course.

- I agree.
- I have no opinion.
- I disagree.

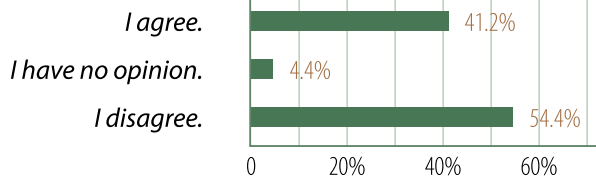


The priority for junior faculty to receive CD/ID funding should be maintained.

- I agree.
- I have no opinion.
- I disagree.



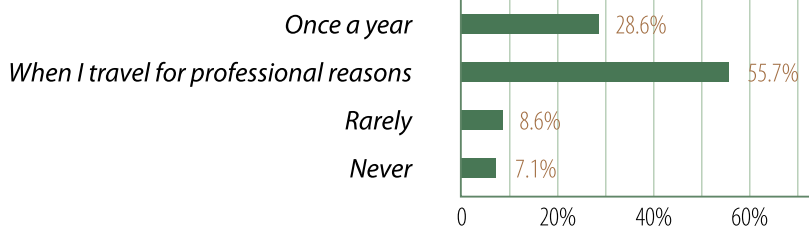
CD grants should be limited to awarding funds for materials, supplies, and student wages rather than faculty stipends.



Monies in Support of Professional Travel

How often do you request the standard faculty development allotment?

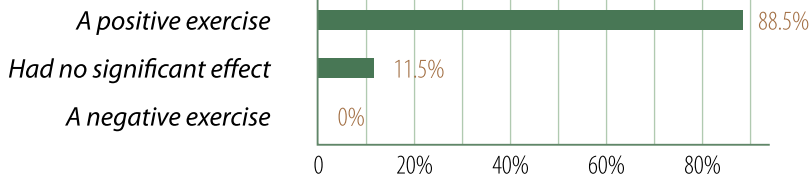
84.3% regularly use travel funds



Post-Tenure Review Program

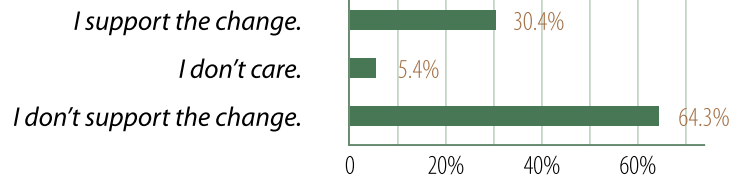
If you have participated in the Post Tenure Review process, then how would you characterize the benefits?

n = 26 responses

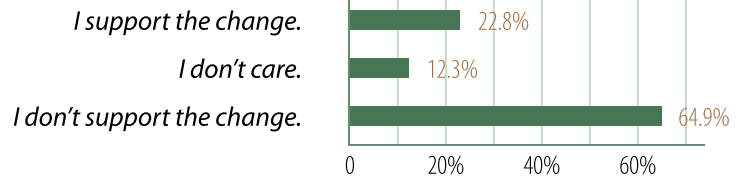


Assuming a reduced pool of Faculty Development monies, how should these funds be best allocated?

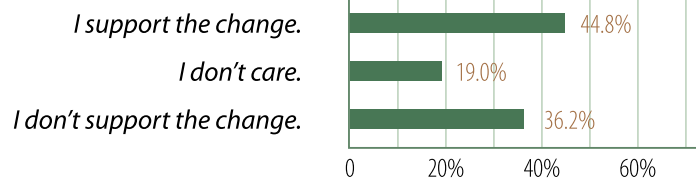
Reduce monies for all faculty development programs (Travel, ASD, CD/ID, PTR) in equal proportions.



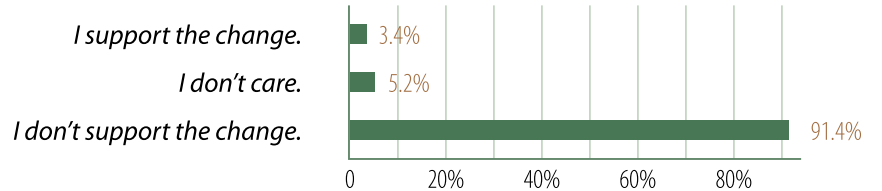
Suspend the CD program?



Suspend the monetary portion of the PTR program?

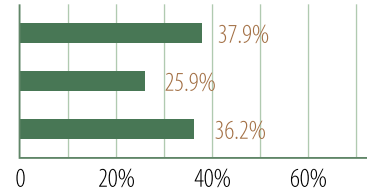


Suspend the ASD program?



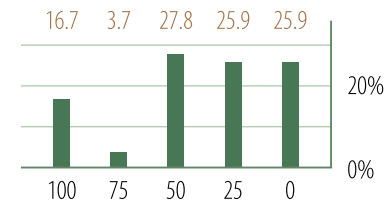
Suspend the ID program?

I support the change.
I don't care.
I don't support the change.



Reduce the maximum monetary stipend by some percentage?

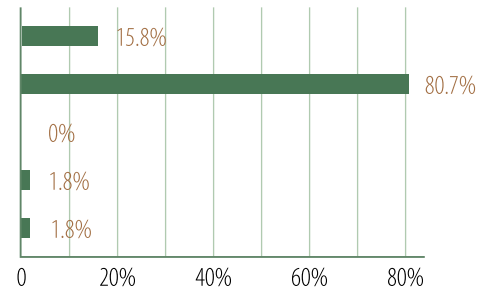
ca. 80% ≤ 50% reduction



Percent Reduction in Stipend Allowance

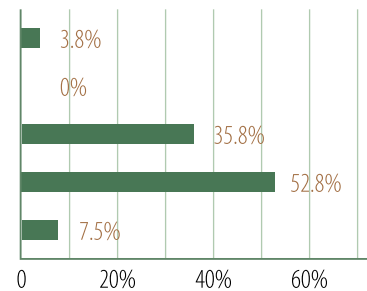
Which do you value most highly (excluding the stipend)?

ASD
 Travel
 CD/ID
 PTR (+\$)
 PTR (-\$)



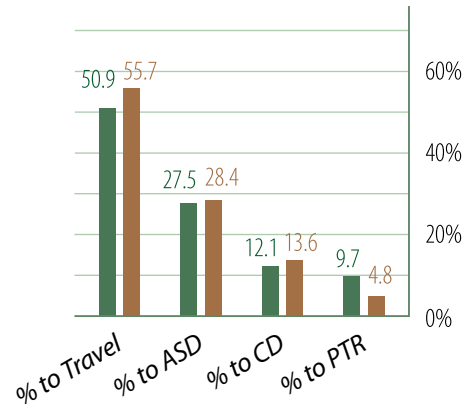
Which of the following faculty development programs would you be willing to suspend?

ASD
 Travel
 CD/ID
 PTR (+\$)
 PTR (-\$)



How should Faculty Development funds be allocated?

■ now ■ future



Should Faculty Development Programs be reduced or suspended?

	<i>I agree</i>	<i>No opinion</i>	<i>I disagree</i>
Equal % reduction to all programs	30.4%	5.4%	64.2%
Suspend CD Program	22.8%	12.3%	64.9%
Suspend monetary portion of PTR Program	44.8%	19%	36.2%
Suspend ASD Program	3.4%	5.2%	91.4%
Suspend ID Program	37.9%	25.9%	36.2%

Percent allocation of available resources

	2009	Survey	Net Δ
Travel \$	50.9	55.7	4.8
ASD Grant \$	27.5	28.4	0.9
CD / ID Grant \$	12.1	13.6	1.5
PTR \$	9.7	4.8	-4.9

The next steps for the FDC:

1. Evaluate the Results of the Survey.
2. Devise a Recommendation for the Distribution on Faculty Development Funds.
3. Present the FDC's Recommendations to the Faculty and to the Associate Dean.

APPENDIX F

Standard & Poor's Global Credit Portal — Ratings Direct®
Moody's Investor's Service Rating Update

(Documents Follow)

STANDARD
& POOR'S

Global Credit Portal[®]

RatingsDirect[®]

December 6, 2011

Illinois Educational Facilities Authority Illinois Wesleyan University; Private Coll/Univ - General Obligation

Primary Credit Analyst:

Susan Carlson, Chicago 1 (312) 233-7006; susan_carlson@standardandpoors.com

Secondary Contact:

Shari L Sikes, Chicago 312-233-7033; shari_sikes@standardandpoors.com

Table Of Contents

Rationale

Outlook

Enterprise Profile

Financial Profile

Related Criteria And Research

Illinois Educational Facilities Authority Illinois Wesleyan University; Private Coll/Univ - General Obligation

Credit Profile

Illinois Educl Fac Auth, Illinois

Illinois Wesleyan Univ, Illinois

Illinois Wesleyan Univ rev bnds ser 2001

Unenhanced Rating

A-(SPUR)/Stable

Upgraded

Rationale

Standard & Poor's Ratings Services raised its long-term rating and underlying rating (SPUR) to 'A-' from 'BBB+' on Illinois Finance Authority's or the Illinois Development Finance Authority's series 2001, 2006, and 2006B revenue bonds, issued on behalf of Illinois Wesleyan University (IWU). We do not rate the university's series 2008 variable-rate demand bonds (VRDBs). The outlook is stable.

The raised ratings are based on our view of the university's strengthened balance sheet ratios, which are more representative of the 'A' rating category; three years of positive operating performance on a full-accrual basis (and our anticipation that this performance will continue under the university's more conservative budgeting processes); and relatively stable enrollment despite a highly competitive environment.

The 'A-' ratings reflect our opinion of the university's:

- Relatively stable enrollment of about 2,100 undergraduate students, very high student quality, and a modestly selective demand profile;
- Financial resource ratios that are consistent with the 'A' rating category, with 2011 expendable resources (ER) equal to 114% of operating expenses and 147% of outstanding debt;
- Operating surpluses on a full-accrual basis since fiscal 2009, following several years of deficits, with another surplus expected in the current fiscal 2012 budget year;
- Manageable maximum annual debt service (MADS) burden of about 5.9% of 2011 expenses; and
- Steady progress on the ongoing \$125 million comprehensive capital campaign, "Transforming Lives."

Partially offsetting the preceding credit strengths is our view of:

- The university's consistently high tuition dependence (82% in 2011);
- A limited geographic draw (albeit a strong base that includes the Chicago metropolitan area), and strong regional competition for high-quality students;
- Additional capital needs under study, including a new housing facility, which could be funded with a mix of debt and gifts; and
- The university's endowment (about \$180 million at fiscal-year end 2011), which is smaller than those of peer 'A' rated private colleges and universities.

Illinois Educational Facilities Authority Illinois Wesleyan University; Private Coll/Univ - General Obligation

Founded in 1850, Illinois Wesleyan University is a private, four-year liberal arts college located in Bloomington, Ill., about 130 miles south of Chicago. Many of IWU's students are drawn from the Chicago metropolitan area, and overall about 84% of students come from Illinois. Management reports that the university has strong programs in fine arts and the natural sciences and its academic focus is 100% undergraduate. Enrollment for fall 2011 was 2,090, consistent with the past two years and within the university's budget parameters.

Outstanding debt at July 31, 2011, was \$78.5 million, all of which is a general obligation pledge of the university. All debt is fixed rate except the series 2008 VRDBs, which have bank liquidity from PNC Bank in the event of an unremarketed investor put. The PNC facility expires on Sept. 9, 2014. We do not rate the \$25.6 million outstanding series 2008 bonds, but we consider the risk of a potential failed remarketing in our credit and liquidity analysis. At this time we believe that the university has sufficient time under the letter of credit reimbursement provisions, and liquidity within its investment portfolio, to manage the worst-case scenario of an unremarketed put and subsequent repayment as bank bonds. The university's current debt mix is about 35% floating rate and 65% fixed rate. With a floating-to-fixed rate swap contract, the synthetic effect is a 100% fixed-rate debt structure. Management indicates it has no formal plans to issue additional debt although it is discussing constructing upper-class housing during the next several years. The university began construction of a \$16 million academic building in fall 2011, which is being funded from campaign pledges and gifts (any bridge financing is expected to be provided internally).

Outlook

The stable outlook reflects our anticipation that during the two-year outlook period, IWU will maintain relatively stable enrollment and a strong demand profile, generate positive operating results on a full-accrual basis, and generate positive net tuition income growth while managing its tuition discount rate. We assume that any issuance of additional debt will be commensurate with growth in financial resources, and that the current capital campaign will be successfully completed and help support balance sheet ratios.

While another positive rating action is not likely during the outlook period, we could consider one given consistent generation of positive full-accrual operating results, some moderation of the high student revenue dependence, strengthened financial resource ratios relative to the 'A' rating category, and the maintenance of what we consider to be a moderate debt burden.

Credit factors that could lead to a negative rating action during the outlook period include operating deficits on a full-accrual basis, enrollment declines, a significant weakening of demand metrics, or a debt issuance that results in financial resource ratios that are no longer consistent with the 'A' rating category.

Enterprise Profile

Enrollment and demand

IWU's student base is entirely undergraduate and mostly from Illinois (about 84%), and nearly all students attend full time. We view student enrollment as fairly stable, and the fall 2011 headcount of 2,090 is consistent with recent academic years and within the fiscal 2012 operating budget. Applications have been less predictable and have fluctuated from a low of 2,963 (fall 2007) to a high of 3,468 (fall 2003). The fall 2011 application level was 3,319, down about 2.2% from the prior year. We consider the university to be modestly selective, with a 60% to 62% acceptance rate in the past two years, somewhat weaker than the 52% to 57% realized earlier.

Illinois Educational Facilities Authority Illinois Wesleyan University; Private Coll/Univ - General Obligation

Student quality, however, has remained quite strong, with a consistent, well-above-average ACT score of 28 for the fall 2011 entering freshman class (the national average is about 21). Most students enter IWU as freshmen rather than transfers.

IWU's freshman matriculation rate has weakened over time, which we believe is indicative of a very competitive regional environment. For fall 2011, about 25.3% of accepted students matriculated, compared with 28% the prior year, and a mid-30% rate in the previous four years. Management reports the size of the entering freshman class can fluctuate: It was 510 in fall 2011, compared with 587 in fall 2010 and a high of 592 in fall 2005. However, we note that enrollment has remained within budget parameters, even with fluctuations in the entering class size. The university indicates that it has not increased the tuition discount rate to compete for students, and as other regional institutions do so (typically for short periods of time), that can temporarily impact IWU's incoming class size. For the fall 2012 class, management reports that applications and admissions to date are similar to the prior year. IWU primarily competes with regional private and public colleges and universities; we understand that the University of Illinois-Champaign is consistently its largest cross-applicant school. Bloomington's adjacent city, Normal, Ill., is also the location of Illinois State University. Total IWU tuition and charges for the 2011/2012 academic year are \$45,048, up about 3.9% in each of the past two years. IWU's institutional discount rate had edged up slightly in recent years -- it was 40% in fiscal 2011, compared with 36% between fiscal years 2006 and 2008 -- but, in our view, remains manageable and consistent with those of peer institutions. IWU provides both merit- and need-based financial aid.

Management

The university is managed by a 42-member, self-selecting board of trustees. Most board members are alumni. There are also 32 honorary or emeritus trustees, who have no vote. The board approved a strategic plan in 2006, with a focus on six areas: teaching and learning, student development, human resources, diversity, identity, and financial resources. The latter focus had goals that included creating benchmarks, managing financial aid, enhancing financial transparency within the university community, and fundraising. The current capital campaign is based on these plan goals.

The university president, Dr. Richard F. Wilson, has been in office since 2004. There has been some recent turnover in senior staff. A new provost started in 2011, and an interim dean of students is in place. IWU has formal board-approved debt, investment, and swap management policies, which we consider a best practice. Several years ago IWU initiated a budget "rationalization" process, which essentially made budget assumptions regarding enrollment, annual fund receipts, and expenses more conservative. We believe these actions contributed to the stronger operating performance in recent years. However, we note that IWU's budget does not directly (or indirectly) budget for depreciation expense, and the transparency between the university's operating budget and its full-accrual financial statements remains, in our view, limited. University officials have taken some steps in recent years to address this discrepancy by building a small amount of renewal and replacement (R&R) funds into the operating budget. The audited depreciation expense in 2011 was about \$4.7 million, and the budgeted R&R line item was \$1.9 million (including \$1.5 million of debt principal).

Financial Profile

*Illinois Educational Facilities Authority Illinois Wesleyan University; Private Coll/Univ - General Obligation***Operating performance**

IWU generated positive operating results on a full-accrual basis in fiscal 2009, fiscal 2010 and fiscal 2011, compared to deficits and inconsistent operating results previously. We do not consider the bottom-line change in unrestricted net assets (UNA) as indicative of operating performance due to fluctuations in investment market value. In addition, because the university's chosen audit presentation does not show operating results, we adjust the change in UNA for realized and unrealized investment gains and losses, nonrecurring revenue or expenses, and the budgeted endowment draw. We note that there is typically a large difference between IWU's budgeted results and audited results.

The audit reports an increase in UNA for the fiscal year ended July 31, 2011 of \$16 million. After our adjustments, we estimate operating results for the university were closer to a surplus of \$2.5 million in fiscal 2011, or a margin of about 2.5% of expenses. Similar estimates were about \$2.8 million in fiscal 2010 (2.8%), \$4.6 million in fiscal 2009 (4.8%), and negative \$8 million in fiscal 2008. The operating results in recent years, including fiscal 2011, may be somewhat overstated, as these years included larger-than-usual gifts and net assets released from restriction due to the ongoing capital campaign. On a cash basis in fiscal years 2011, 2010, and 2009, before depreciation expense of about \$4.7 million, results were positive. Management expects balanced operating results on a budgetary basis for the current July 31, 2012 fiscal year.

We view IWU's revenue profile as fairly tuition dependent. In fiscal 2011, about 82% of operating revenues came from student tuition and fees; other operating revenue sources included gifts and contracts (4.4%), an endowment draw (8.7%), and net assets released from restriction (about 3%). The endowment draw is based on 5.25% of a trailing four-year market value average. Management reports that the board has not authorized any extraordinary draws in many years. Another key aspect of the university's budget, the institutional tuition discount rate, has edged up in recent years, which we consider typical for peer institutions. However, IWU has contained it between 36% and 40% during the past several years. Net tuition revenue had virtually no growth in fiscal 2010, but increased 3.7% in fiscal 2011, and is budgeted to grow 1.7% in the current 2012 fiscal year. Total student costs, including tuition, fees, and room and board, for the 2011-2012 academic year are \$45,048, up 3.9% from the prior year. We view this gross tuition charge as competitive with those of peer private colleges and universities, but higher than those of regional public universities. IWU provides both merit- and need-based scholarships.

Financial resources

We view the university's financial resource ratios as returning to levels more consistent with the 'A' rating category for private universities. At July 31, 2011, ER was \$115 million, equal to about 114% of operating expenses and 147% of outstanding debt. ER is a calculation that adjusts audited UNA for net fixed assets, long-term debt, and temporarily restricted net assets. Cash and investments (which includes restricted endowment and assets) at the same time is a less conservative value, but was much stronger at \$203 million, or 201% of expenses and 258% of debt.

Investments

Total investments were \$203 million at July 31, 2011, which includes working cash, restricted endowment, and quasi-endowment. Long-term investments at that time were invested in an asset allocation mix of cash and fixed-income securities (about 16.4%), equities (35.5%), private equity and hedge funds (17.8%), and real estate and outside trusts (about 30%, mainly farm land, none of which we consider highly liquid). We view the audited investment classifications to be an indication of portfolio liquidity. At the end of fiscal 2011, about 51% of the portfolio was classified as level one or two (excluding outside trusts), and the balance was level three. We consider levels 1 and 2 to be the most liquid. We note that while the total portfolio is not as liquid as those of some peer institutions, the level one portion (about \$53 million) compares

Illinois Educational Facilities Authority Illinois Wesleyan University; Private Coll/Univ - General Obligation

comfortably to the annual endowment draw of about \$9.0 million. In addition, the amount of outstanding commitments relative to private equity is relatively modest at \$7 million relative to the total portfolio. The investment return for the fiscal year ended July 31, 2011 was 17.9%, compared with positive 7.7% in fiscal 2010 and negative 10.7% in fiscal 2009.

Fundraising

The university is currently engaged in a comprehensive capital campaign, "Transforming Lives," which was announced in 2009 with a goal of raising \$125 million by 2014. As of Nov. 15, 2011, management reports that IWU had raised about \$94 million in gifts and pledges. Of this amount, about \$50 million had been received in cash, \$10 million was in the form of irrevocable pledges, and the balance included a substantial amount of bequests. The university's last comprehensive capital campaign ended in 2004 and raised \$147 million, most of which was earmarked for capital projects.

Debt

Outstanding debt at July 31, 2011, was \$78.5 million. The current debt mix is about 35% floating and 65% fixed. Including the effect of a floating-to-fixed rate swap contract, the university's debt structure is synthetically fixed rate. Debt service is level with the exception of the series 2008 VRDBs, which have a bullet maturity of \$25.6 million due on Sept. 1, 2023. At this time, management is paying principal annually on the series 2008 bonds, in amounts that are expected to amortize the bullet in full by the scheduled maturity. We consider this action a best practice. Debt service was \$4.4 million in fiscal 2011, including payments on the 2008 bonds, equal to 4.4% of operating expenses, which we consider manageable. MADS, also including the planned amortization of the 2008 VRDBs, is higher at \$5.9 million in 2023, or 5.9% of 2011 expenses, which we still consider manageable. Management reports that it has no formal plans to issue additional debt, but is studying the construction of additional student housing during the next several years.

Retiree health insurance plans

In 2009, the university amended its retiree health insurance program such that retirees have two accounts, one funded and the other unfunded. The funded account represents a participant-directed investment based on the options of the plan. For a 20-year period, the university plans to credit the unfunded account with a contribution of \$1,500, less any actual university contribution to the funded account. The university's accrued benefit obligation was negative \$13.1 million at the end of fiscal 2011.

IWU offers a defined contribution retirement plan to employees, which by definition is fully funded. The university offers post-retirement health care for all full-time employees, and for employees retiring after July 31, 2011, provides for major medical insurance on a contributory basis. As of July 31, 2011 the university's other postemployment benefits liability was \$13.1 million. At this time, the university has chosen not to segregate assets toward this liability.

Debt Derivative Profile (DDP)

IWU entered into a floating-to-fixed rate swap agreement with an outstanding notional amount of \$25.61 million with JPMorgan Chase Bank. The current swap contract terminates in September 2016, earlier than the 2023 maturity date on the series 2008 VRDBs. Management reports that there have been no collateral postings although such postings could be required under the current swap documents. The market value of the swap contract was negative \$1.27 million at Oct. 31, 2011.

Standard & Poor's assigned IWU a Debt Derivative Profile (DDP) overall score of '2.0' on a scale of '1' to '4,' with '1' representing the lowest risk. The DDP score of '2.0' reflects our view that IWU's swap portfolio has

Illinois Educational Facilities Authority Illinois Wesleyan University; Private Coll/Univ - General Obligation

low risk at this time due to the swap portfolio's economic viability over stressful economic periods and a highly rated counterparty. We view a moderate degree of termination risk due to a moderately narrow ratings trigger spread. In addition, the university's management practices include a formal debt and swap management plan.

Illinois Wesleyan University					
Financial and Demand Statistics					
Fiscal Year Ending July 31,					
	2012 (Fall 2011)	2011 (Fall 2010)	2010 (Fall 2009)	2009 (Fall 2008)	2008 (Fall 2007)
Enrollment and Demand					
Headcount (HC)	2,090.00	2,094.00	2,066.00	2,125.00	2,094.00
Full-time equivalent	2,085.00	2,090.00	2,060.00	2,118.00	2,090.00
Freshman selectivity (%)	60.80	61.90	53.70	52.40	57.20
Freshman matriculation (%)	25.30	28.00	29.00	34.20	31.70
Undergraduate HC to Total HC (%)	100.00	100.00	100.00	100.00	100.00
Income Statement					
Adj. operating revenue (\$000s)	N.A.	103,494.00	100,469.00	101,044.00	90,026.00
Adj. operating expense (\$000s)	N.A.	100,960.00	97,690.00	96,440.00	98,005.00
Operating income (\$000s)	N.A.	2,534.00	2,779.00	4,604.00	(7,979.00)
Operating margin (%)	N.A.	2.50	2.80	4.80	(8.10)
Change, unrestricted net assets (\$000s)	N.A.	14,444.00	7,628.00	14,494.00	(28,108.00)
Bottom-line change, UNA (%)	N.A.	14.30	7.80	15.00	(28.70)
Institution tuition discount (%)	N.A.	39.90	38.80	37.80	36.30
Debt					
Outstanding debt (\$000s)	N.A.	78,485.00	79,985.00	81,390.00	82,660.00
Net available for debt service (\$000s)	N.A.	10,131.00	10,847.00	12,744.00	20.00
Pro forma MADS (\$000s)	N.A.	5,930.00	5,930.00	5,930.00	5,930.00
Pro forma MADS coverage (x)	N.A.	1.70	1.80	2.10	
MADS as % of expenses (%)	N.A.	5.90	6.10	6.10	6.10
Liquidity Ratios					
Endowment market value (\$000s)	N.A.	180,190.00	157,859.00	144,955.00	182,914.00
Cash and investments (\$000s)	N.A.	202,954.00	178,627.00	168,428.00	164,012.00
Expendable resources (ER) (\$000s)	N.A.	115,108.00	92,897.00	86,101.00	60,494.00
ER to pro forma debt (%)	N.A.	146.70	116.10	105.80	73.20
ER to expenses (%)	N.A.	114.00	95.10	89.30	61.70
Net fixed assets (\$000s)	N.A.	123,104.00	124,305.00	126,572.00	127,123.00
Average age of plant (years)	N.A.	16.10	14.80	13.70	11.80

UR: Unrestricted net assets - (Net plant and equipment - outstanding debt). ER: UR + Temporarily restricted net assets. Average age of plant: Accumulated depreciation / Annual depreciation expense. Net available for debt service: Change in adjusted UNA + Depreciation expense + Interest expense. MADS: Maximum annual debt service. N.A.: Not available.

Related Criteria And Research

- USPF Criteria: Higher Education, June 19, 2007
- USPF Criteria: Debt Derivative Profile Scores, March 27, 2006

Illinois Educational Facilities Authority Illinois Wesleyan University; Private Coll/Univ - General Obligation

Ratings Detail (As of December 6, 2011)

Illinois Educl Fac Auth, Illinois

Illinois Wesleyan Univ, Illinois

Illinois Fin Auth (Illinois Wesleyan Univ) (CIFG) ser 2006, 2006B

Unenhanced Rating

A-(SPUR)/Stable

Upgraded

Many issues are enhanced by bond insurance.

8

Standard & Poors | Ratings Direct on the Global Credit Portal | December 6, 2011

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9

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(Document Ends)



Rating Update: MOODY'S AFFIRMS ILLINOIS WESLEYAN'S (IL) Baa1 RATING; OUTLOOK REMAINS STABLE

Global Credit Research - 16 Jun 2011

TOTAL RATED DEBT OUTSTANDING IS \$80 MILLION

Illinois Finance Authority
Higher Education
IL

Opinion

NEW YORK, Jun 16, 2011 -- Moody's Investors Service has affirmed the Baa1 rating assigned to Illinois Wesleyan University's ("Illinois Wesleyan" or the "University") revenue bonds issued through the Illinois Educational Facilities Authority. The Series 2008 bonds carry an A2/VMIG 1 rating based on support by a letter of credit from PNC Bank, National Association (rated A2/P-1). For complete details of the letter of credit substitution, please see our report issued May 5, 2011. Please refer to the RATED DEBT section of this report for a complete listing of total rated debt outstanding. The rating outlook remains stable.

SUMMARY RATING RATIONALE

The Baa1 rating is based on Illinois Wesleyan's stable market position, improving operating performance and growing financial resources to support debt and operations. These strengths are offset by challenges associated with the University's highly competitive market environment, relatively small size, and significant dependence on student charges. The risks associated with the University's variable rate and demand debt exposure are mitigated by sufficient monthly liquidity.

STRENGTHS

*Established demand as a private undergraduate liberal arts university in Bloomington, Illinois, as evidenced by stable total full-time equivalent enrollment averaging 2,100 students over the last five years and modest growth in net tuition per student;

*Implementation of more stringent budgeting and fiscal management have led to improved operations, generating the first positive operating margin, as calculated by Moody's, of 1.3% in FY 2010 compared to prior years of deeply imbalanced operations and significantly improved operating cash flow margin (13.5% in FY 2010 versus an average of 4.2% in FYs 2006-2008) leading to good debt service coverage (1.8 times in FY 2010);

*Growth in expendable financial resources of 52% from FY 2008-2010 through investment returns and fundraising. We note that financial resources include \$40 million of farmland in the unrestricted net asset category;

*Modest capital plans with limited additional debt plans within the next two years, but Moody's notes the University's rising age of plant which may necessitate future borrowing.

CHALLENGES

*Highly competitive market environment in Illinois with many high profile private and public institutions in the region and declining demographics of graduating high school students in Illinois expected over the next decade. Illinois Wesleyan experienced a deterioration in selectivity and matriculation of first-year students over the last five years (62% selectivity in fall 2010 compared with 52% in fall 2006 and 28% matriculation in fall 2010 versus 34% in fall 2006);

*Heavily reliant upon student charges (tuition and fees) at 76% heightens the importance for the University to meet its enrollment targets and continue to increase net tuition revenue;

*Significant leverage reflected in a high debt load relative to revenue at 1.1 times;

*Variable rate exposure adds risk to the credit profile with 35.4% of the University's debt in variable rate mode supported by a letter of credit (LOC) containing financial covenants and is subject to acceleration.

DETAILED CREDIT DISCUSSION

LEGAL SECURITY: All bonds are an unsecured general obligation of the University.

DEBT STRUCTURE AND DEBT RELATED DERIVATIVES: In August 2010 the University extended its floating-to-fixed rate swap agreement with JPMorgan Chase (rated Aa1) originally entered into in 2003. Under the Agreement, Illinois Wesleyan makes fixed payments to JPMorgan in exchange for variable payments based on 74% of LIBOR. The Agreement expires on September 1, 2016. A termination of the swap may occur if IWU's rating is lowered below Baa3. In addition, the University may need to post collateral if the value of the swap agreement falls below a certain level, depending on its credit rating at the time. At the University's current rating, IWU may be required to post collateral if the liability exceeds \$3 million. If the University's rating falls below Baa1, the threshold would be reduced to \$0. As of 5/31/11, the mark-to-market valuation on the swap was a liability of \$822,897 for the University. Moody's believes the University's liquidity profile, with \$82.9 million of monthly liquidity, is sufficient to manage potential collateral postings at the current rating level.

RECENT DEVELOPMENTS:

In FY 2009 and 2010, the University instituted several new budgeting practices and expense cuts that have begun to turn the University's

operations around from historic deficits to the first positive operating margin (1.3% in FY 2010 as calculated by Moody's) in several years. Moody's expects Illinois Wesleyan to maintain at least breakeven operations as a result of these new practices. The University now employs a more conservative enrollment budget, with a total budgeted target of 2,050 and an actual goal of approximately 2,070 to produce additional net tuition revenue. In fall 2006-2010, the University enrolled an average of 2,100 students per year. The University also cut pension contributions in half in FY 2010 and switched to a defined contribution plan from a defined benefit plan for retiree health insurance. In response to the economic downturn, the University cut the academic affairs area budget by 1.5% and administrative area budgets by 2% in FY 2010. Also, salaries were frozen for FY 2010 and 2011 with a 1% increase planned for FY 2012. As a result of these changes, University Management is projecting another modest surplus, by its calculations for FY 2011 and marginal growth of net tuition revenue.

The University launched a comprehensive capital campaign in FY 2009 with a \$125 million goal: \$26 million for annual giving; \$72 million for the endowment; and \$27 million dedicated to facility improvements. To date, the University reports that it has raised \$91 million, with approximately 50% in cash.

In FY 2010, the University's endowment pool had a modest 7.7% positive return after an investment loss of 10.7% in FY 2009. As of April 30, 2011, management reports a fiscal 2011 year-to-date positive 17.4% endowment return. The \$186.7 million endowment is allocated as follows: 19.1% domestic equity, 16.9% international equity, 13.9% hedge funds, 10.7% fixed income, 9.4% cash and cash equivalents, 4.7% private equity, and 25.2% in real estate, which consists of farmland that the University manages as an investment. The farmland is valued at \$47 million. The University uses Mercer Consulting as an investment consultant providing asset allocations, fund performance reviews and manager searches. Mercer presents to the University's Investment Committee quarterly. The University's spending policy is 5.25%, slightly above the industry average of 5%, of a four-year rolling average and is based on the December 31 market value.

On May 5, 2011, the University substituted its LOC with The Northern Trust Company (rated Aa3/P-1) on its Series 2008 variable rate bonds with a direct pay LOC with PNC Bank, National Association for \$27.4 million. The new letter of credit expires on September 9, 2014, which mitigates near term renewal risk. Under the terms of the new agreement, the bank may demand immediate repayment of the bonds in the case of an event of default, which includes compliance with a semi-annual adjusted liquidity ratio of unrestricted cash and investments to indebtedness of 1.0 time in July and 1.05 times in January of each year. Management reports 1.4 times coverage as of April 30, 2011. In the event of a default, the University could face an accelerated repayment schedule of 20 business days. Moody's believes that IWU's approximately \$82.9 million of monthly liquidity, providing 456 monthly days cash on hand of July 31, 2010, as compared to variable rate debt of \$27.4 million helps mitigate some of the risk associated with the debt structure.

The University's Series 2006 and 2006A loan agreements were amended on June 1, 2010 to include the same semi-annual adjusted liquidity covenant of unrestricted cash and investments to indebtedness of 1.0 time in July and 1.05 times in January of each year (calculated coverage was 1.4 times as of April 30, 2011).

The University has a few capital projects lined up for the next year which it intends to fund through fundraising with a potential for borrowing bridge financing. A new \$15 million academic building is planned for which the University has received a \$10 million lead gift. The University has not yet determined whether to proceed this summer or wait to raise the remaining \$2M. In FY 2011, the University received a gift to install an artificial turf football field. A related endowment of \$500,000 has been raised to fund the replacement in 10 years. The field should be complete by July 2011. The University has received a gift to enhance the entrance of its art building. Work on that project began in May 2011. Longer-term debt plans include a potential \$6 million dollar apartment style housing complex to begin in FY 2013.

Outlook

The stable outlook reflects Moody's expectation that the University's sound financial management will maintain at least breakeven operating margin and produce sufficient cash flow to cover debt service, while maintaining a stable student market position. The stable outlook also incorporates limited additional borrowing and compliance with the letter of credit and debt covenants.

WHAT COULD CHANGE THE RATING-UP

Continued positive operating performance coupled with financial resource growth and maintenance of student market position

WHAT COULD CHANGE THE RATING-DOWN

Deterioration in student market position, including enrollment declines or significant increases in financial aid; weakening of operating performance; weakened balance sheet cushion for debt and operations, particularly a decline in liquid resources to provide a cushion for debt with a tender feature and potential swap collateral postings; significant additional borrowing absent commensurate growth of financial resources

KEY INDICATORS (Fall 2010 enrollment data and FY2010 financial data):

Total Full-Time Equivalent (FTE) Students: 2,090 students

Freshmen Selectivity: 62%

Freshmen Matriculation: 28%

Net Tuition per Student: \$20,289

Total Financial Resources: \$154 million

Expendable Financial Resources: \$88 million

Total Direct Debt: \$80 million

Total Comprehensive Debt: \$80 million

Monthly Liquidity: \$82.9 million

Monthly Days Cash on Hand (unrestricted funds available within 1 month divided by operating expenses excluding depreciation, divided by 365 days): 318.1 days

Expendable Financial Resources-to-Direct Debt: 1.1 times

Expendable Financial Resources-to-Operations: 1.2 times

Average Three-Year Operating Margin: -3.1%

Reliance on Student Charges: 75.9%

RATED DEBT

Series 2001, 2006 and 2006B: Baa1

Series 2008: A2/MMIG 1 (based on letter of credit with PNC Bank, National Association (rated A2/P-1); letter of credit expires September 9, 2014)

CONTACTS:

University: Illinois Wesleyan University: Mr. Daniel P. Klotzbach, Vice President for Business and Finance, 309-556-3021

PRINCIPAL METHODOLOGY USED

The principal methodology used in this rating was Moody's Rating Approach for Private Colleges and Universities published in September 2002.

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Analysts

Eva Bogaty
Analyst
Public Finance Group
Moody's Investors Service

Erin V. Ortiz
Backup Analyst
Public Finance Group
Moody's Investors Service

Contacts

Journalists: (212) 553-0376
Research Clients: (212) 553-1653

Moody's Investors Service
250 Greenwich Street
New York, NY 10007
USA



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APPENDIX G

*MALLA Teagle Study:
Report of the Reading of Senior Papers,
June 2009*

(Document Follows)

MALLA Teagle Study: Report of the Reading of Senior Papers, June 2009

Tim Schermer, Director of Institutional Research, Augustana College
September 2009

Introduction

This is a report of the results from reading and scoring papers on writing and critical-thinking rubrics that were developed by the six MALLA institutions. The papers were argumentative papers written by seniors who entered as first-time students in the fall of 2005. Each institution collected approximately 60 senior papers that were brought to Augustana College in June 2009 for a three day session in which faculty from the six institutions read and scored each paper. The same rubrics were used in earlier sessions to score papers from first-year, junior and senior students, making value-added comparisons of growth possible.

The Reading/Scoring Process

The reading of papers was done by 32 faculty from the six institutions. The faculty represented a variety of disciplines including English (11), natural sciences/math (6), social sciences/religion (7), education (3), speech communications (2), and foreign languages (2). At the paper-reading sessions, the faculty were split into two groups with one group scoring the papers using a writing rubric and the other scoring the papers with a critical-thinking rubric. To improve reliability, each group was led by an experienced leader/trainer who conducted a training session in which anchor papers were read and discussed. Each paper was read by two readers for each of writing and critical thinking, and if the two readers disagreed by more than one unit on the Overall/Holistic rating, a third reading was done and the outlier reading rejected. For each rubric scale, the average of the scores from the two closest readings was used in the subsequent analysis.

Covariates for Analysis

To aid in the analysis of the paper scores, each institution provided data on the student authors that included the ACT score, high school rank, end-of academic-year-2008/09 GPA, primary major, and gender. In addition, the length in pages of the body of each paper and the length of the bibliography were computed. We also attempted to gather for each paper the discipline, date the paper was due, the weight of the paper in the final grade, whether the paper was revised after an initial instructor reading, and whether the paper was peer reviewed, but this data was not available from all schools, so was not used in the regression analysis procedures described below.

Sample Representativeness

The samples of papers gathered by institution were convenience samples – basically what suitable papers the IR director or other administrator involved at each institution could cajole from faculty. We found one impediment to this type of study is that the assessment administrators do not have the clout needed with faculty to be able to gather materials meeting design objectives for sample type and representativeness. Indeed, our samples were generally not representative of the senior cohorts as a whole on the basis of ACT score, where the average ACT scores of the student authors was generally at least a point higher, or by gender or major. For example, for school White 41% of the papers were from English majors, a much higher percentage than in the general cohort. Consequently, when comparing

institutional means for seniors, a step in the analysis below was to first use regression to compute adjusted scores after controlling for ACT scores, primary major, etc.

Results – Descriptive Statistics for Papers and Student Authors

In keeping with our confidentiality agreement, the results are discussed below with the names of the schools masked by using colors.

Our target of at least 50 papers per school was substantially but not entirely achieved.

Table 1: Papers Scored by School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Blue	54	15.8	15.8	15.8
Gold	64	18.7	18.7	34.5
Rust	56	16.4	16.4	50.9
Salmon	49	14.3	14.3	65.2
Silver	59	17.3	17.3	82.5
White	60	17.5	17.5	100.0
Total	342	100.0	100.0	

Females were generally overrepresented in the samples:

Table 2: Student Authors by Gender

			Gender		Total
			Male	Female	
school	Blue	Count	20	34	54
		% within school	37.0%	63.0%	100.0%
	Gold	Count	18	46	64
		% within school	28.1%	71.9%	100.0%
	Rust	Count	24	32	56
		% within school	42.9%	57.1%	100.0%
	Salmon	Count	17	32	49
		% within school	34.7%	65.3%	100.0%
	Silver	Count	23	36	59
		% within school	39.0%	61.0%	100.0%
	White	Count	24	36	60
		% within school	40.0%	60.0%	100.0%
Total		Count	126	216	342
		% within school	36.8%	63.2%	100.0%

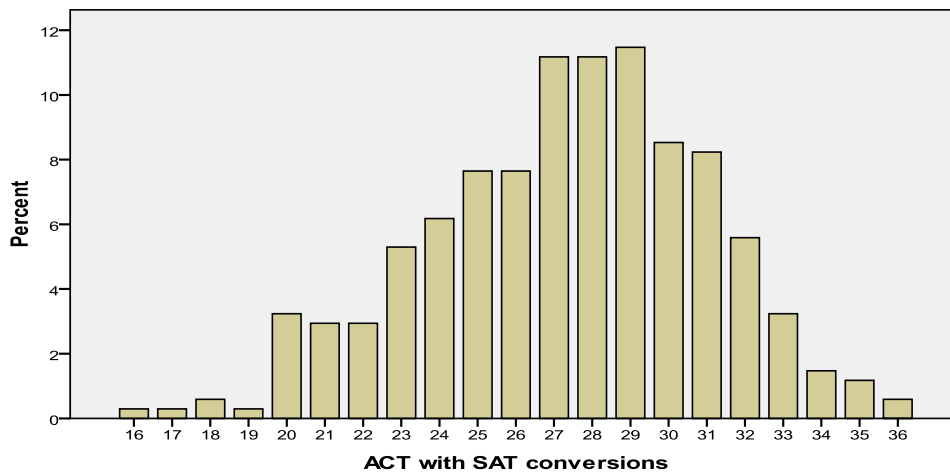
The ACT scores and college GPAs were generally higher for the sampled authors than for the senior cohort as a whole. The average weight of the papers in the grade for the courses was 28% and the

papers had an average length of 9.1 pages. The variations among the schools in paper length and student author characteristics were considerable.

Means of Author Variables and Assignment/Paper Variables by School

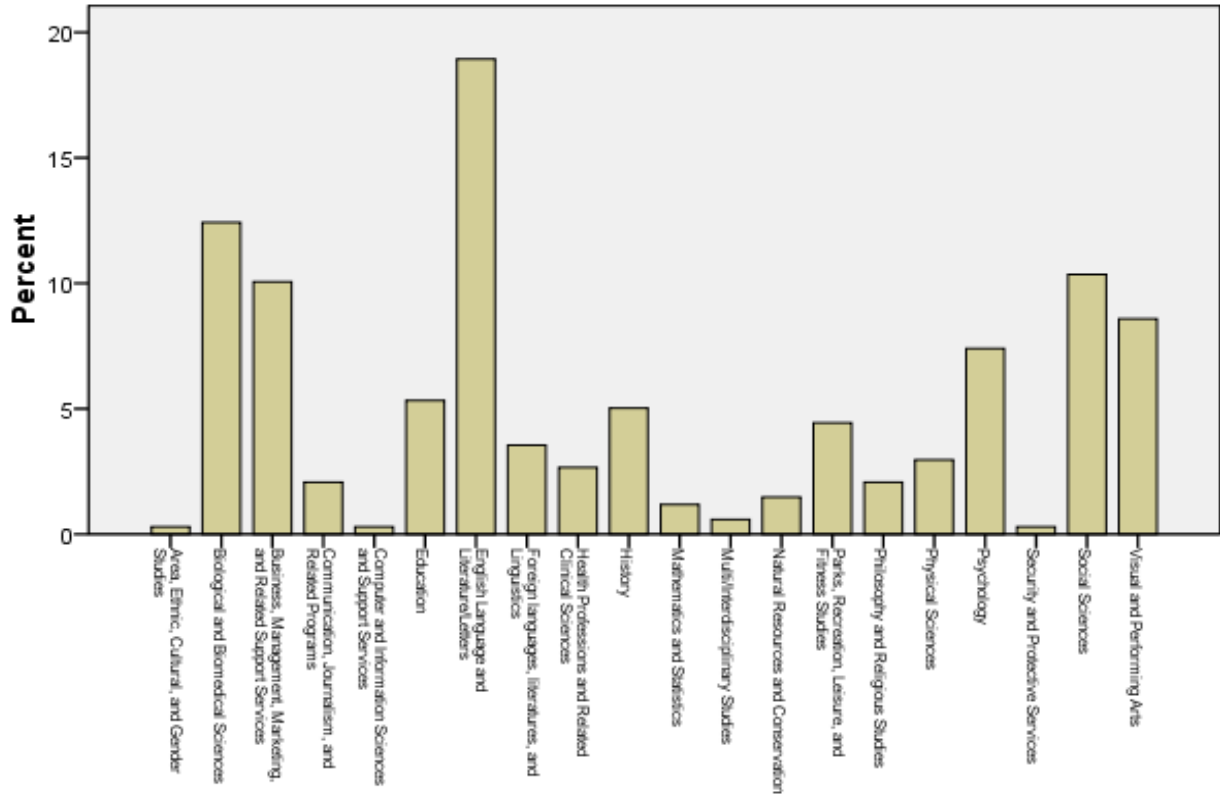
School		ACT with SAT conversions	HS RANK	EOAY 0809 GPA	Percent of assignment weight in course grade	Number of pages in the paper body	Number of pages in the bibliography
Blue	Mean	27.6	86.8	3.4	24.1	6.7	.7
	StdDev	3.4	16.9	.5	5.6	2.2	.7
Gold	Mean	27.4	89.8	3.6		7.2	.8
	StdDev	3.3	13.3	.3		3.3	.5
Rust	Mean	26.6	79.4	3.3	27.7	7.5	.7
	StdDev	3.0	18.2	.4	9.5	2.1	.5
Salmon	Mean	26.3	85.6	3.5		13.0	1.5
	StdDev	4.0	11.5	.4		8.0	1.8
Silver	Mean	29.3	87.2	3.5	23.7	7.7	.8
	StdDev	2.9	11.1	.4	12.4	3.1	.8
White	Mean	26.7	82.5	3.3	35.3	12.9	1.2
	StdDev	4.6	14.5	.5	22.9	6.4	.9
Total	Mean	27.3	85.5	3.4	28.1	9.1	.9
	StdDev	3.7	14.7	.4	15.5	5.3	1.0

ACT with SAT conversions



The principle majors of the student authors were varied, but English and Foreign Language majors appear to have been overrepresented.

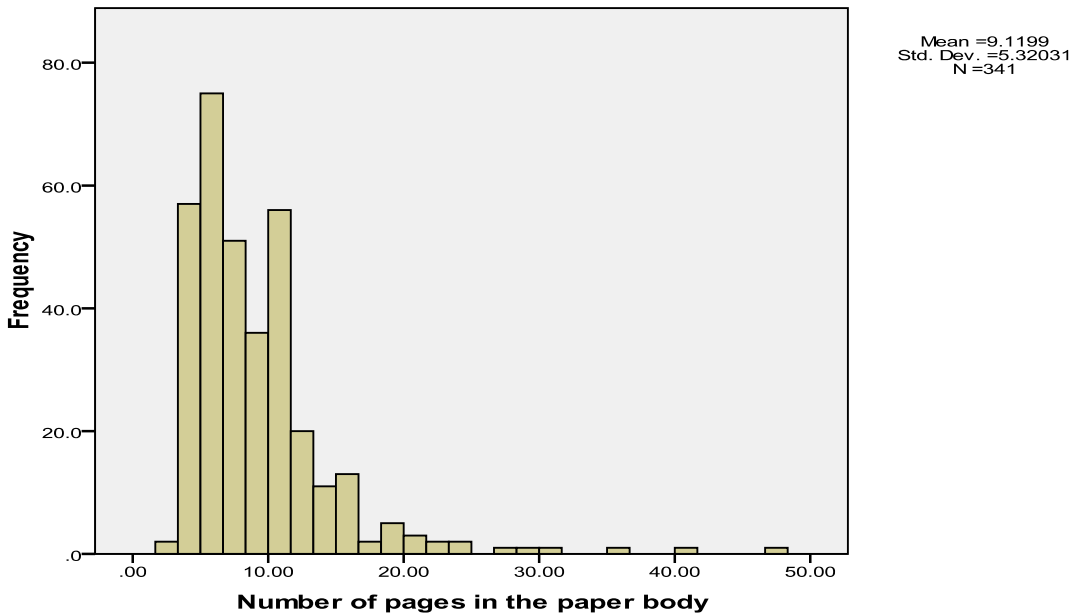
Student's Primary Major



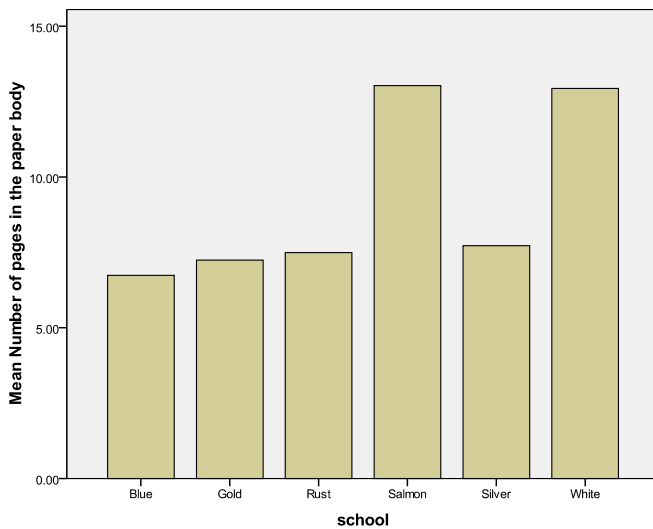
		Visual and Performing Arts	English/Foreign Language/Philosophy/Religion	Natural Sciences/Math	Pre-Professional	Social Sciences	Total
Blue	Count	8	7	20	8	11	54
	% within school	14.8%	13.0%	37.0%	14.8%	20.4%	100.0%
Gold	Count	4	17	12	21	10	64
	% within school	6.3%	26.6%	18.8%	32.8%	15.6%	100.0%
Rust	Count	4	13	15	12	10	54
	% within school	7.4%	24.1%	27.8%	22.2%	18.5%	100.0%
Salmon	Count	2	7	8	16	14	47
	% within school	4.3%	14.9%	17.0%	34.0%	29.8%	100.0%
Silver	Count	9	13	5	11	21	59
	% within school	15.3%	22.0%	8.5%	18.6%	35.6%	100.0%
White	Count	2	26	11	7	12	58
	% within school	3.4%	44.8%	19.0%	12.1%	20.7%	100.0%
Total	Count	29	83	71	75	78	336
	% within school	8.6%	24.7%	21.1%	22.3%	23.2%	100.0%

Twenty-nine percent of the papers in our senior sample were resubmitted after required revision; 11% were peer reviewed.

The average length of the body of the papers was 9.1 pages, and the average length of the bibliography was 0.9 pages. Schools were requested to keep the length of the papers down to about 15 pages for convenience in scoring, so the average of 9 pages in our sample is not necessarily representative of the typical length of senior papers at the institutions. The analysis below of our sample indicates a positive correlation between scores and the paper length, so an unintended consequence of our attempt to limit the length of papers in the sample may have been to underestimate the general value added growth of all seniors. Longer papers, such as seminar papers, were rare in our sample.



The number of pages also varied considerably by school:



Rubric Analysis

The writing and critical-thinking rubrics used for scoring were developed by the MALLA faculty, five from each school. The critical-thinking rubric consisted of scores in eight sub areas plus a holistic rating, and used a six-point scale. The writing rubric consisted of scores in six sub areas plus an overall impression score, and used a five-point scale. Because of the differences in the number of points in the scales, scores on the two rubrics are not directly comparable even when concepts overlap.

A factor analysis of the raw scores for writing extracted only one component, as did a factor analysis of the critical-thinking scores, so from a statistical point of view each rubric appears to represent only one major construct. The sub scores thus may help guide the reader in the scoring by providing more concreteness to the intended qualities of good writing or critical-thinking to be measured, and thereby add to score reliability, but the sub scores did not emerge as independent dimensions for analysis.

The tables below indicate the means for each of the rubric sub items and the average of all the items.

Mean Scores for Critical-thinking (Scale = 1 to 6)

	Mean	N	Std. Deviation
average of 9 critical-thinking scores	3.84	335	1.09
holistic rating	3.87	335	1.19
problem	4.02	335	1.04
central/main idea	4.00	335	1.09
perspective(s)	3.61	335	1.10
supporting data/evidence	3.95	335	1.18
depth of thought	3.73	335	1.23
reasoning	3.79	335	1.16
development	3.85	335	1.18
conclusions/consequences	3.72	335	1.19

Overall, the papers were scored highest for recognizing a problem to be addressed and presenting a central or main idea to address the issue raised. The papers were scored lowest for consideration of alternative salient perspectives.

Mean Scores for Writing (Scale = 1 to 5)

	Mean	N	Std. Deviation
average of 7 writing scores	3.37	331	.85
overall impression	3.32	331	.96
main idea	3.33	331	.97
Argument	3.13	331	.93
Evidence	3.47	331	.98
Organization	3.25	331	.92
Readability	3.50	331	.87
Conventions	3.61	331	.89

On the writing skills rubric, papers scored highest for basic readability and use of conventions, and lowest for presenting an argument.

There has been discussion in the literature about whether critical-thinking and writing skills are positively correlated. To look at this for our sample the average of the seven sub scores for writing and of the nine sub scores for critical-thinking were computed for each student. The correlation of these averages for our sample was 0.619 with significance $p < 0.001$, two tailed, indicating a strong positive correlation. This correlation is almost identical to the 0.61 (significance = 0.195, $N = 6$) we found in our cross-sectional analysis three years ago.

Descriptive Statistics for the Raw Scores

The average scores varied considerably by the primary major, as shown in the table below where majors have been clustered along typical divisional lines.

Scores by Primary Major Group

Primary Major Group		Average of 9 critical-thinking scores	Average of 7 writing scores
Visual and Performing Arts	Mean	3.87	3.23
	N	27	28
	Std. Deviation	1.08	.88
English/Foreign Languages/Philosophy/Religion	Mean	4.26	3.76
	N	82	82
	Std. Deviation	1.07	.77
Natural Sciences/Math/Computer Science	Mean	3.68	3.30
	N	69	67
	Std. Deviation	.94	.79
Business/Education/Recreation	Mean	3.34	2.87
	N	75	72
	Std. Deviation	1.02	.77
Social Sciences/Psychology/History	Mean	3.96	3.54
	N	76	77
	Std. Deviation	1.09	.78
Total	Mean	3.83	3.37
	N	329	326
	Std. Deviation	1.08	.84

In our sample, students majoring in English language and literature/foreign languages /philosophy/ religion scored the highest on both writing and critical-thinking and those in business/ education/ recreation scored the lowest, on average. The individual major scoring the highest was English, for both writing and critical thinking.

Below are the results by gender. The differences in the means are not statistically significant.

Means by Gender

Gender		Average of 9 critical-thinking scores	Average of 7 writing scores
Male	Mean	3.95	3.40
	N	125	121
	Std. Deviation	1.14	.83
Female	Mean	3.77	3.35
	N	210	210
	Std. Deviation	1.05	.86
Total	Mean	3.84	3.37
	N	335	331
	Std. Deviation	1.09	.85

The means varied by paper length, and though the reasons for that are not clear, longer page counts allow students to develop ideas in greater depth and detail, which could be reflected in the scores. Longer papers may also correspond to assignments that have greater weight in the final grade and that students are able to work on for a greater length of time and on which they exert more effort.

Averages by Paper Length

Body length		Average of 9 critical-thinking scores	Average of 7 writing scores
3-6	Mean	3.11	2.95
	N	87	89
	Std. Deviation	.74	.82
6-9	Mean	3.88	3.38
	N	107	106
	Std. Deviation	1.00	.78
9-12	Mean	4.05	3.53
	N	82	82
	Std. Deviation	1.10	.74
12-15	Mean	4.38	3.77
	N	26	25
	Std. Deviation	.99	.74
15-18	Mean	4.50	3.73
	N	14	14
	Std. Deviation	1.11	.97
18-21	Mean	5.01	3.89
	N	8	7
	Std. Deviation	.97	1.10
21-24	Mean	4.29	3.57
	N	4	3
	Std. Deviation	1.24	1.81
Total	Mean	3.84	3.37
	N	335	330
	Std. Deviation	1.09	.85

As might be expected, the average scores tended to increase with increasing college GPAs, as shown in the following Table. Surprisingly, however, the students in the 2-2.5 range scored higher than those in the 2.5-3.0 range, a result that one might surmise is due to small sample sizes.

Scores by GPA Range

GPA Range		Average of 9 critical-thinking scores	Average of 7 writing scores
2-2.5	Mean	3.39	3.24
	N	12	12
	Std. Deviation	.96	.65
2.5 - 3.0	Mean	3.28	2.73
	N	42	43
	Std. Deviation	.94	.84
3 - 3.5	Mean	3.69	3.26
	N	86	86
	Std. Deviation	1.12	.81
3.5 - 4.0	Mean	4.05	3.57
	N	193	188
	Std. Deviation	1.05	.79
Total	Mean	3.84	3.37
	N	335	331
	Std. Deviation	1.09	.85

A regression analysis of the scores (discussed below) found that a predictive equation for the scores included the student's ACT score, college GPA, and primary major, and the paper length. Thus, before comparing the institutional average scores, it is helpful to look at the scores after controlling for these variables. Nonetheless, the raw scores by school may be of interest and are presented below:

School		Average of 9 critical-thinking scores	Average of 7 writing scores
Blue	Mean	3.64	3.29
	N	54	51
	Std. Deviation	1.12	.82
Gold	Mean	3.62	3.27
	N	61	64
	Std. Deviation	.93	.81
Rust	Mean	3.47	3.03
	N	55	55
	Std. Deviation	.89	.83
Salmon	Mean	4.06	3.36
	N	48	45
	Std. Deviation	1.18	.93
Silver	Mean	4.04	3.58
	N	58	59
	Std. Deviation	1.12	.70
White	Mean	4.20	3.68
	N	59	57
	Std. Deviation	1.11	.87
Total	Mean	3.84	3.37
	N	335	331
	Std. Deviation	1.09	.85

Regression to Control for Variances of the Cofactors Among Institutions

A key objective of our study is to determine if there are any institutional differences in the scores that would identify any outlier institutions in terms of being particularly effective (or ineffective) in developing student writing or critical-thinking skills. To be closer to the actual impact of the institution, we would like to do these comparisons with adjusted scores that are net of the student and paper variables discussed above. Consequently, linear regression was used in a two phase process in which the average of the writing scores and the average of the critical-thinking scores were used in separate regression analyses as the dependent variables. In the first phase, the student and assignment variables discussed above were entered stepwise to construct a predictive score based on gender, major, ACT score, etc. In phase 2, which is to identify net institutional differences, the residuals from phase 1, which are the differences between the actual and expected score for each student, were used as the dependent variables in regression where the independent variables were dichotomous variables for the six schools. The primary majors were aggregated in groups along typical divisional lines so that each group would include enough papers to be useful for analysis (see table of primary majors above).

Regression results for writing. The phase 1 regression of the average of the seven writing scores resulted in a model with r square = .370 and the coefficients shown below:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
5	(Constant)	.142	.384		.371	.711		
	ACT with SAT conversions	.044	.013	.194	3.461	.001	.743	1.346
	Number of pages in the paper body	.054	.008	.338	6.962	.000	.989	1.011
	Major-Langs Lit Phil Relig	.360	.100	.183	3.609	.000	.906	1.104
	Major-PreProf(Busn/Educ/Rec)	-.437	.106	-.214	-4.126	.000	.863	1.158
	EOAY 0809 GPA	.445	.108	.225	4.117	.000	.776	1.289

Variables not entering into the model were gender, primary major- natural sciences/math/computer science, major- social sciences, major-visual/performing arts, and number of pages in the bibliography. Thus, higher writing scores are predicted by higher academic performance indicators (ACT and GPA), longer papers, and relative to the other majors as the baseline, a primary major in English/foreign languages/philosophy/religion. Conversely, relative to the other majors, lower scores are predicted by majoring in business/education/recreation.

The phase 2 regression that looked at institutional effects resulted in a model with r square = 0.017, so accounts for only 1.7% of the variance, and with coefficients:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.059	.041		1.459	.146		
	Rust	-.238	.101	-.130	-2.366	.019	1.000	1.000

a. Dependent Variable: Writing Adjusted Score (Unstandardized Residual)

Thus, with all other institutions not in the equation and representing the base line, students from Rust predict -0.238 lower.

Regression results for critical thinking. Similarly, performing regression with the average of the 9 critical-thinking scores as the dependent variable, results in a model with r square = 0.350 and coefficients:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
5	(Constant)	-.091	.495		-.184	.854		
	Number of pages in the paper body	.083	.010	.407	8.362	.000	.989	1.011
	ACT with SAT conversions	.070	.017	.236	4.194	.000	.743	1.346
	Major-Lang Lit Phil Relig	.404	.129	.160	3.135	.002	.906	1.104
	Major-PreProf (Busn/Educ/Recreation)	-.381	.137	-.145	-2.784	.006	.863	1.158
	EOAY 0809 GPA	.364	.139	.144	2.615	.009	.776	1.289

Excluded from the model were gender, primary major- natural sciences/math/computer science, major-social sciences, major-visual/performing arts, and number of pages in the bibliography.

The phase 2 regression resulted in no school being entered into the model--that is, the differences among schools were not sufficiently significant for any school to enter into a predictive equation.

To summarize, the search for school outliers showed that after adjusting for student and assignment variables, no school was an outlier for critical-thinking and Rust lagged the other institutions for writing skills in a model that accounted for only 1.7% of the variance.

Value Added Comparisons with Earlier Paper Scores

Value added for Writing. During the past four years, the MALLA institutions have read and scored papers using the same writing rubric three times: at the first-year level from the 2005 cohort, at the junior level for the 2003 cohort and, now, at the senior level for the 2005 cohort. The table below shows that the general pattern has been increasing scores going from the first-year to the senior level. Ignoring the Junior 2003 Cohort measure, the first-year to senior level change for the two independent samples from the 2005 cohort showed a raw score change of plus 0.68.

Writing Averages	First-Year 2005 Cohort	Junior 2003 Cohort	Senior 2005 Cohort	Change FY to Senior 2005 Cohort
Blue	2.76	3.18	3.29	0.53
Gold	2.68	3.04	3.27	0.59
Rust	2.76	3.02	3.03	0.27
Salmon	2.40	2.74	3.36	0.96
Silver	3.13	3.16	3.58	0.45
White	2.51	3.10	3.68	1.17
Total	2.69	3.03	3.37	0.68

To provide perspective on the overall change of 0.68 in the raw scores, we can compute the effect size by dividing by the pooled estimate of the standard deviation. This is 0.85 based on the total of 605 papers read from the first year and senior samples. Dividing gives an effect size of 0.76, which corresponds in a normal distribution to a percentile shift of 28 percentiles going from the first-year to senior level. In comparison, our previous analysis, the estimate of growth from the first-year to junior level for the six schools taken collectively was a 19 percentile shift. A benchmark for comparison is given by the meta-analysis done by Pascarella and Terenzini of research studies done in the 1990s. They report an average effect size for first-year to senior growth of 0.77 for “English (reading and literature, writing),” almost the identical value in this study.

The institutional value added measures should be taken with some caution, since, as noted above, the representativeness of the samples from some institutions is questionable.

Value added for Critical Thinking. In a manner similar to writing, papers have been scored during the past four year for critical-thinking at the first-year, junior/senior level and, now, at the senior level, with average raw scores as indicated below. As was noted in earlier reports, the sample from Blue at the first-year level came from papers from a first-year seminar in which the papers were highly processed through cycles of submission, peer review, and rewriting. Thus the score for Blue comes from a different type of product than the scores at the other levels, and this is likely to be a contributing factor to Blue’s otherwise mystifyingly low value added change measure.

Critical-thinking Averages	First-Year 2006 cohort	Junior/Senior 2004/2003 Cohorts	Senior 2005 Cohort	Change FY to Senior 2005 Cohort
Blue	3.70	3.41	3.64	-0.06
Gold	3.08	3.35	3.62	0.54
Rust	3.26	3.80	3.47	0.21
Salmon	2.66	3.15	4.06	1.40
Silver	3.62	3.88	4.04	0.42
White	2.92	3.71	4.20	1.28
Total	3.22	3.55	3.84	0.62

The standard deviations for the scores at each level were close to 1.0, so 1.0 is a good estimate of the pooled standard deviation. Using this estimate, the effect size for the first-year to senior change is 0.62, not as large as the 0.76 observed for writing, but still a sizeable shift, and well above the national estimate of 0.50 provided by Pascarella and Terenzini after a meta-analysis of research studies conducted in the 1990s.

Summary of Findings

- Although the writing and critical-thinking rubrics consisted of scores in several sub areas, these sub areas were so highly correlated that, from a statistical perspective, each rubric only represented one actual dimension.
- The writing and critical-thinking scores given to papers were positively correlated, r square = 0.62, suggesting that good writing and good thinking are related.

- The writing and critical-thinking scores were positively correlated with students' ACT scores and college GPAs, and with the length of the paper.
- Average scores varied significantly by major. English and foreign language had the highest average scores, and business and education majors had the lowest average scores.
- After controlling for student and paper characteristics, the residual differences for the six MALLA institutions were minimal.
- The overall MALLA results from the reading of papers at the first-year and senior levels showed value-added effect sizes equal to the best available comparative data for writing quality and above the best available comparative data for critical thinking.

APPENDIX H

Proposed External Departmental/Program Review Schedule

Revised 4/12/2012

2007/2008

Business
Theatre

2008/2009

Physics
IT

2009/2010

Biology
Nursing accreditation visit

2010/2011

CS Spring 2011
MusicNASM accreditation visit (Fall 2010)
Writing Program Fall 2010
Nursing Fall 2010
Chinese Language Fall 2010

2011/2012

Mathematics Fall 2011
MCLL Fall 2011
Library Spring 2012

2012/2013

Higher Learning Commission visit
Hispanic Studies. Fall 2012
English. Fall 2012
History. Spring 2013
Greek & Roman St. Spring 2013

2013/2014

Economics
Environmental Studies
Art
Chemistry
Education accreditation visit

2014/2015

Psychology
Philosophy
Study Abroad
Political Science
Athletics/Physical Education
International Studies

2015/2016

Sociology/Anthropology
Religion
Women's Studies
American Studies

2016/2017

Business
Theater

APPENDIX I

Illinois Wesleyan University External Reviews for Departments, Schools and Programs Guidelines and Objectives

(August 2011)

I. Purpose and Benefits of the External Review

External program reviews provide the opportunity for departments/schools/programs to reflect on their work and explain how it relates to the goals of the department and the university mission. The guidelines detailed below are designed to support academic units as they prepare to undertake an external review and to promote the faculty dialogue that is central to this process.

Each department will have different emphases for its review process, but several general questions should frame each program review:

- How is the department/school's mission related to IWU's mission and vision?
- Is the academic program up-to-date, rigorous, and appropriate for both majors and non-majors? Is the department following national trends and best-practices?
- How does the department assess progress on goals related to student learning and outcomes?
- What are the short- and long-term priorities of the department?

These general questions can also help each department/school/program define the specific objectives of the self-study. This step is crucial. By establishing the goals of the review before embarking on the self-study, faculty can avoid collecting information that has little relevance for the department/school/program's mission. Program reviews can be a formidable and time-consuming undertaking for all constituencies, including faculty, students, and support staff. Thus, it is important that the review process be structured so that it provides information that is germane to the mission of the academic unit and speaks to the ongoing work of the faculty.

At its conclusion, the review can help build consensus around the collective priorities of an academic unit and define how the work of each faculty member contributes to those goals. Besides encouraging intra-departmental dialogue,

the external review process will also encourage communication between central academic administrators and schools/departments/programs. This ongoing dialogue will enhance the administration's ability to support the work of the academic unit.

II. Major Components of an External Review

The information gathered during the external review should help programs fashion a narrative that effectively communicates their story to their IWU colleagues and to external constituencies. Much of this information can draw on existing assessment efforts. For instance, departments/schools/programs routinely collect information on their curricula, the scholarly achievements for faculty, and the accomplishments of alumni, but often employ different strategies for gathering that information. (For reference, Appendix I provides an overview of the different assessment strategies employed by academic units.) The Associate Dean of Curriculum and the Assistant Provost/Director of Institutional Research and Planning routinely collect other information that can be useful, such as enrollment data and student surveys that are benchmarked against peer institutions.

Each external review will include three components:

1. A comprehensive self-study conducted by faculty members in the department or school
2. An external review conducted by two to three colleagues from other institutions
3. A departmental/school response to the external reviewers' report, including an action plan

The self-study. (See Appendix I for detailed discussion of the elements of the self-study). The first task of the comprehensive self-study is to gather and organize the information already collected by the department/school and by other university offices. Many academic programs have a formal mission statement that can be reviewed in light of the faculty's work, the university's mission statement, and the IWU Strategic Plan. If your unit does not already have a formal mission statement, you might consider crafting one as part of the review process. The self-study provides an opportunity to review the scholarly and artistic work of the faculty and explain how the department supports the work of each faculty member.

Departments and schools will review the academic unit's curriculum, referencing disciplinary "best practices" for majors and minors and how the program contributes to university-wide programs such as General Education and May Term. Also important are program efforts to develop the faculty's teaching pedagogy. Where possible, departments/schools/programs will want to marshal available information on the career paths of the program's graduates. As noted above, the Associate Dean of Curriculum and the Assistant Provost/Director of

Institutional Research and Planning can provide information from existing data sources.

Visit of the external review team. (Appendix II provides more detail on the external review, including a sample schedule.) Each department or school will consult with the Provost on the selection of personnel for the external review. Two to three faculty colleagues from other institutions will visit the campus for approximately two-days, during which they will meet with faculty from the academic unit, students, and administrators. The external reviewers will have access to the self-study in advance of their visit, and while on campus may visit classes, labs, and/or rehearsals. The external reviewers will compile a written report that summarizes their campus visit and responds to the self-study of the department.

Department/school/program response and discussion with administrative colleagues. Each academic unit will draft a brief response to the external review which identifies any planned programmatic changes resulting from the external review and any significant disagreements with the external reviewer's report. This report is to be sent to the Provost, the Associate Dean of Curriculum, and the President no later than one month after receiving the external reviewer's report. The chair or school/program director will meet with the President, the Provost, and the Associate Dean of Curriculum to discuss the external review and the department/school/program's response with a view to outline short- and long-term plans for the program. It is anticipated that this discussion should be ongoing as the Provost and other administrators help support the academic unit's progress.

III. General Schedule for External Review

First Year. Each unit will identify the faculty member responsible for the review (oftentimes the chair or director) and the formal roles of other faculty members. Using the guidelines found in Appendix I, the department will compile the information of the self-study, including supporting documents. Candidates for the external review should be identified early in the first year by using the criteria discussed in Appendix II. The timing of the visit should be coordinated with the Associate Provost for Academic Services.

Second Year. During the second year the external reviewers will visit campus. (See Appendix II for additional details) After this visit and receipt of the reviewer's report, the unit will prepare their response and submit copies to the President, the Provost, and the Associate Dean of Curriculum. Finally the chair or director will meet with these administrative colleagues to discuss the review and any potential action resulting from the process.

Subsequent Years. During subsequent years, the administration will continue to work with the department/school/program in implementing changes to their academic program in response to the review.

Appendix I: Elements of the Self-Study

The self-study of each department/school should be guided by the mission and focus of the program's work. The primary purpose of the self-study is to provide information that will support planning for the department/school's future. Faculty members of each program will highlight aspects of their work and gather the information needed to assess current practice and identify areas for development.

The outline in this appendix suggests some guidelines for the self-study. *The information presented below is offered as a recommendation, not as a set of requirements.* Each department/school should include materials that will be useful for the review, including materials that are not suggested below.

I. Background on Department/school's mission and identity

- A. Relevant departmental history
- B. Relationship with the broader mission/strategic plan of the university
 - 1. The President's website has copies of some documents to which department/schools might refer:
www2.iwu.edu/president/Strategic
 - 2. The Institutional Research and Assessment page also references data sources that might be useful:
www2.iwu.edu/instres
- C. What disciplinary or other national trends in your field have a bearing on the department/school's work?
 - 1. Comparisons with similar programs
 - 2. Expectations for graduate and professional schools
 - 3. Changes in the opportunities for students entering the private sector

II. Description of Department/School's Resources

- A. Describe the physical resources that support the department/school's mission: office, lab, and studio space, specialized equipment necessary for teaching and research, library holdings, etc.
- B. How does the non-salary budget support the work of the department/school? Where appropriate, explain how external funding has supported teaching and scholarly activity of the faculty.

III. Overview of the instructional program

- A. What are the teaching goals of the department? Are there defined learning outcomes? How does the department measure the students' progress toward these goals or outcomes?
- B. What is the structure of and rationale for the major/minor?
- C. How does the department contribute to campus-wide curricula such as May Term, General Education, and interdisciplinary programs?
- D. How does the curriculum facilitate learning opportunities outside the classroom, such as student-faculty research projects, off-campus study, and service learning?
- E. Does the department/school focus on development of faculty pedagogy?

IV. Professional Activities, Leadership, and Service

- A. Self-studies might reference the principal areas of leadership and service by faculty in the department/school/program. Doing so not only recognizes the collective investment of the program to broader institutional, community, or national efforts, but also facilitates planning for future commitments.

While not part of the self-study, the following should be included in the material that is sent to each reviewer prior to the team visit.

- A copy of the IWU catalog
- Curriculum vitae of all members of the unit
- Syllabi for courses typically offered in unit
- Number of majors and minors for the past five years
- Recent enrollment data for courses typically offered

Appendix II: The External Review

Departments, programs, and schools will coordinate the visit of a two- or three-person external review team. In the spring semester prior to the on-campus visit of the external review team, faculty in the program under review will develop a list of suggested external reviewers. Typically the reviewers will be selected from tenured faculty at institutions that are similar to IWU. The list should include the reviewers contact information, a short paragraph that explains the strengths of each candidate, and a statement that identifies any relationships between prospective reviewers and faculty in the department/program/school.

The coordinator of the self-study will forward the list to the Associate Dean of Curriculum who will then meet with the Provost to determine which reviewers to invite. The coordinator should work with the Associate Dean of Curriculum to determine which dates will work for the department and other campus constituencies. The Associate Dean of Curriculum will be responsible for inviting the selected reviewers and working with them on travel arrangements.

The department/school/program will gather all materials related to the self-study six to eight weeks prior to the visit of the external review team. Six copies or an electronic version of these materials will be delivered to the Associate Dean of Curriculum, who will forward a copy to each external reviewer and will also provide copies to the Provost and the President.

One month before the external reviewers' visit to campus the coordinator should develop, in consultation with the Associate Dean of Curriculum, an itinerary. The external reviewers will arrive on the first day in time for a dinner with two members of the department/school/program. The reviewers should have the opportunity to meet with the Provost early in the morning of the second day of the visit and to meet with the President, Provost, Associate Dean of Curriculum, and the chair/director at the end of the visit. In addition, reviewers usually appreciate some time to meet by themselves near the end of the on-site visit. Otherwise, the schedule will vary from program to program, including some or all of the following constituencies:

- All full-time faculty in the department/school, both tenured and untenured;
- Members of departments, schools, or programs with which the program under review has regular interaction;
- Student advisory groups or other student groups in the department/school/program;
- Where possible or appropriate, the external reviewers might visit individual classes, labs, or rehearsals.

We will request the external review report be submitted within four weeks of the campus visit. By doing so, departments and schools will have ample time to prepare a written response to the external reviewers' report.

Sample Schedule**First Day**

2 PM – 6 PM Arrive in Bloomington/Normal
 Unit representative escorts to hotel
 Dinner with 2 – 3 members of academic unit

Second Day

8 AM – 9 AM Breakfast at hotel (or restaurant) with appropriate staff
 9 AM – 9:45 AM Meet with the Provost
 9:45 AM – 10:45 AM Campus and facilities tour
 10:45 AM – 11 AM Break
 11 AM – 11:30 AM Meet with a faculty member
 11:30 AM – 12 NOON Meet with a faculty member
 12 NOON – 1 PM Lunch in the Cartwright Room with representative
 University faculty
 1 PM – 1:30 PM Meet with a faculty member
 1:30 PM – 2 PM Meet with a faculty member
 2 PM – 2:30 PM Meet with a faculty member
 2:30 PM – 3 PM Meet with a faculty member
 3 PM – 4 PM Meet with chair
 4 PM – 5 PM Meet with students
 5 PM – 6:30 PM Break (reviewers may wish to work on preliminary report)
 6:30 PM Dinner with members of academic unit

Third Day

Eat breakfast and check out of hotel by 10 AM
 10 AM – 11 AM Time for reviewers to finalize preliminary report
 11:30 AM – 12:45 PM Report to faculty from academic unit
 1 PM – 2 PM Present preliminary report to the President, the Provost, and
 Associate Dean of Curriculum and chair/director
 2 PM – 5 PM Depart Bloomington-Normal

APPENDIX J

Artistic and Scholarly Development Grants

2002-2003 through 2011-2012

Date awarded followed by description

9/20/2002 Reform of Translation: The Hermeneutics of the Early Brahma Samaj

The purpose of this grant is to support travel to the British Library in London where I hope to read and analyze the only extant copy of a work entitled *Sabhyadiger Vaktrta*. This work offers a selection of essays written by members of the reformist Brahma community in Calcutta during the 1840s. The goal of this project is to explore the

hermeneutics of modern Hindu reform in light of the theory and practice of translation. The proposal would fund approximately two weeks' work in London. As an end product, I hope to produce at least one article for submission to a scholarly journal in Religious Studies or South Asian Studies.

9/25/2002 A Book on Rhythm in Music

I wish to write a book on the musical phenomena that are commonly grouped under the single general term "rhythm" (e.g., rhythm, meter, tempo, time, etc.). This book would be written with two goals in mind: to create a book that could be used as a textbook in college-level music theory courses (in this regard, the material would consist of many rhythmic examples, particularly those common to the rhythmic repertoire of twentieth-century concert music and contemporary music—and

strategies for learning such examples—with which to train young musicians regarding this aspect of music, as well as a chapter on each of the aforementioned rhythmic phenomena); and second, to create a book on rhythm that would include a rather extensive bibliography on the subjects of rhythm, meter, tempo, time, etc. In this regard, the book could be of interest to the college-level music student, the professional musician and the general reader who may have an interest in the subject.

9/25/2002 The 2002 Mid Term Election: Illinois Electoral Politics at the Crossroads

The 2002 Mid-term elections will be critical in Illinois regardless of which party emerges victorious. Either the Democrats will end the nation's longest Republican winning streak among state governorships or the GOP will extend their reign in a state which gave Al Gore one of his largest popular vote pluralities in 2000. The latter event would be especially remarkable given the incumbent administration's widely publicized scandals, Republican disunity, organizational and financial difficulties, and

their decreasing strength in Chicago's suburbs (a previous stronghold).

This project seeks to conduct a systematic, stratified (by county) survey of Illinois voters two weeks prior to the 2002 Mid-term elections. The sample size will be approximately 700 (confidence interval of +/- 4%). The survey results will be compared to those of Voter News Services' exit poll of Illinois on election day and the actual election results.

9/25/2002 Obligation and Rebellion in Japan: The Transformation of a Yonsei Daughter

I seek to construct an ethnographic and biographical portrait of an elite Japanese family, focusing on the connections between its business enterprise—a product line of feminine cosmetics and two post-secondary educational institutions—and the meanings of its kinship structures. In this final phase of the project, I will highlight the bi-national histories and diasporic

experiences of the Tanaka family and, in particular, of the woman currently serving as the public head of the family, Kathy Reiko Tanaka. Utilizing ethnographic and historical methods, I seek to uncover the complex strategies used by the Tanakas to negotiate the global identities of an elite family, simultaneously Japanese and Japanese-American, that wields power in two nations.

10/4/2002 Racial Neighborhood Segregation: An Arena for Cross-fertilization of Ideas in Physics and Sociology.

A new model, recently developed to explain racial neighborhood segregation, will be mapped back onto a constrained Hamiltonian for a system of N spins interacting via long ranged exchange interactions that can be ferro, antiferro or paramagnetic in nature. The possibility

of a zero temperature first order phase-transition for this thermodynamic system with partially quenched degrees of freedom will be explored by analytic work and by Monte-Carlo simulations.

1/20/2003 Proletarian Fairy Tale in Soviet Russia and Weimar Germany: Between Culture and Ideology.

Utopian features of Soviet literature have been subject of many studies. A dream of a better life, the very essence of many folk and literary tales, became the focus of confrontation in many fairy tales of this period. The Soviet fairy tale was assigned the function of a proof that present life after October Revolution is Better than any fairy tale. The attempt of Soviet literature to subordinate the fairy tale genre for ideological purposes was nothing new. In the 1920s the highly political proletarian writers of the

Weimar Republic in Germany insisted on creating a new type of fairy tale—the proletarian tale. This new fairy tale was seen as an excellent didactic tool for influencing future generations. The work presented here will examine how this new ideologically charged fairy tale was successfully utilized in propaganda not only during the entire Soviet period and the time of the Weimar Republic but also during Nazi period in Germany and later in the children's literature of the East European satellite states.

1/20/2003 Studies of the Fruticose and Foliose Lichens of the Great Smoky Mountains National Park for ATBI plus Herbarium Work

Two major grant activities are planned for the 2003 calendar year:

Identification and documentation of the fruticose and foliose lichens from reference plots in the Great Smoky Mountains National Park (GSMNP) as a component of the All Taxa Biodiversity Inventory (ATBI) of the biota of

the GSMNP now underway.

Further work in the lichen herbarium identifying and processing the backlog of specimens previously collected at North American sites including localities in the western United States that I visited during my last sabbatical leave.

1/20/2003 Social Competence, Friendships and Peer Victimization of S. Korean Children

This project will explore multiple aspects of the peer relationships of 800 South Korean fifth grade children. Multiple methods of assessment (e.g., self-reports, teacher ratings, peer rating, and interviews) will be used to address some of the methodological problems that have plagued cross-cultural research. Data analysis and publication will focus on several questions, many of which have been the subject of prior Indonesian research. These will include: 1) the relation between social withdrawal and

sociometric status; 2) the prevalence and gender differences in relational aggression (i.e. use of gossip or social ostracism to hurt others); 3) characteristics of friendships (i.e., intimacy, instrumental aid, and cohesion); and 4) the prevalence of peer victimization and the characteristics of both victims and victimizers. The social behavior of S. Korean children is expected to differ from that of Indonesian children in ways that are not consistent with predictions based on the individualism/collectivism distinction.

1/20/2003 Understanding the Real Novelty in Lloyd Morgan's Emergentism

Philosophers and scientists are once again interested in the philosophical notion of "emergence". Over the past several years I have published a number of journal papers clarifying the different kinds of emergence and arguing that a very special type of emergence can play an important role in solving contemporary philosophical problems. The key ideas of these papers derive from my historical work on two British philosopher-scientists of the early twentieth century: Samuel Alexander and C. Lloyd Morgan. Using an ASD grant, I propose to further

investigate the philosophical ideas, and their development, of these two historical philosophers using the archival material located in two UK university libraries: *Edinburgh and Bristol*. My primary goal is to use this research to publish two historical papers clarifying the positions of these thinkers, in particular Lloyd Morgan's neglected views. In addition, I hope this research will also contribute to a number of my other on-going research projects, including a proposed anthology of readings on "emergence".

1/20/2003 Naturalism and Normativity in Hume's Epistemology

David Hume (1711–1776) is generally regarded as the greatest philosopher ever to write in English. Although well known for his work in ethics, political philosophy, economics, history and the philosophy of religion, Hume is most famous for his work in epistemology—the theory

of knowledge, and for one argument in particular. The argument states for the first time the problem of how we can justify our beliefs about the future, a problem that we now call “the problem of induction,” or simply, “Hume’s problem.”

1/20/2003 Quantitative Assessment of Information Literacy Skills

The goal of this project is to assess the information literacy skills of a group of first-year college students that attend, as part of their Gateway Colloquiums, a series of library instructional sessions at the Ames Library. I will combine traditional qualitative methodologies with a novel quantitative approach that involves the advanced statistical analysis of a data set of markers of information literacy

achievement. The data set will be compiled through a series of on-line surveys and the careful study of the writing assignments completed by this particular group of students. Based on the lessons learned in this process I am planning to develop a generic protocol for measuring a student’s ability to apply these information literacy skills in an academic setting.

4/24/2003 *Hamletmachine*: A Multimedia Production/Two Strikes

Over the next year, I will be engaged in two major artistic projects: writing a play tentatively titled *Two Strikes* based on the Decatur, Illinois, labor wars of the 1990s (for which I have received a junior faculty leave), and directing a production at Illinois Wesleyan of Heiner Muller’s seminal postmodern drama *Hamletmachine* as a part of our 2003–2004 mainstage season. My proposal consists of two budget items: a 2199 equipment request to purchase an Apple PowerBook laptop computer, and an

\$800 allowance for travel expenses. The laptop computer will be an essential part of both projects, while the travel allowance will be applied to my research work on *Two Strikes*. In order to avoid confusion, I will discuss both of these projects separately. I am beginning with *Hamletmachine* not because I intend to give it priority, but because the committee is already familiar with the *Two Strikes* project.

4/24/2003 Embodied Knowledge and Comparative Education

My aim is to compile an edited volume where authors will examine issues common to comparative educators from an embodied knowledge perspective. While social theorists have explored issues of embodiment and embodied knowledge for a few decades, their findings have rarely been used as a means of addressing questions salient to comparative educators. The authors of this volume will rectify that omission and in so doing, will

examine issues of comparative theory and methodology, and will apply that theory to various international case studies. It is my view that through utilizing an embodied knowledge perspective, one can both inclusively unify many of the cross-currents and disparate views that characterize the field while reaffirming the humanistic foundations of comparative inquiry.

4/24/2003 The Relationship Between Threats to Self and Discrimination

According to the FBI, during the 1990’s anti-gay hate crimes increased even though violent crime overall declined. The proposed study is designed to increase our understanding of anti-gay discrimination. Many theories in social psychology converge on the idea that when individuals feel their self-image has been threatened, they will try to repair that image. For example, consistent with his model of self-affirmation, Claude Steele showed that individuals

use symbols of identity to feel better when insulted. Other research has found that men high compared to low in masculinity. Taken together, we hypothesize that men will be more likely to display anti-gay behavior after having suffered insults to their masculinity compared to men who have not been insulted. This work has theoretical implications for understanding discrimination and practical implications for preventing anti-gay behavior.

4/24/2003 Though Changed, Not Destroyed: Interviews About Alternative British Theatre in the 1980s.

Writing the history of late twentieth-century British alternative theatre companies presents unique problems for historians because the ethos of non-commercial and non-classical theatre favors impermanence, anti-institutionalism and resistance to textuality. The project is further complicated by a perception that alternative theatre was “destroyed” by conservative funding policies in the 1980s. In 1999 and 2000, researching three of Britain’s flagship post-1968 alternative theatre companies, I conducted 18

interviews with members of Joint Stock, Gay Sweatshop, and Women’s Theatre Group. As part of this project, these interviews will be transcribed, edited, and turned into journal-length articles testing, and ultimately refuting, the idea that alternative theatre was simply destroyed in the 1980s. Instead a richer description of the forces shaping group longevity, professional status, and the creation of new writing will emerge from the voices of practitioners who were there.

4/24/2003 Smiles and Laughter in English and Japanese Conversations

I am applying for the 2002–2003 ASD grant to conduct a research study on smiles and laughter in English and Japanese conversations. This study compares the use of smiles and laughter in English and Japanese conversations for the purpose of investigating how smiles and laughter are used in each language as a strategy of non-verbal communication. In particular, this study explores the following questions: 1) How do the Japanese and Americans laugh? 2) In which context do they laugh? And

3) Why do they laugh? I have conducted a small-scale research study on this topic and presented the findings at the Asian Studies Colloquium in February 2003. I plan to use longer data sets to confirm my conclusion as well as examine other aspects of smiles and laughter as non-verbal communication strategies. The end product of the project will be a journal article or an article in an edited book.

4/24/2003 *Girlhood Diaries as a Mediator of Self-hatred*

I am requesting ASD funding to pay for a Distance Learning Course in the use of NVivo 2.0, a qualitative analysis software program. NVivo 2.0, with the capacity to analyze huge data sets (100+), will allow me to conduct advanced, complex levels of analyses that I am presently unable to carry out on my largest data set—hundreds of pages of interview data transcription. Before the introduction of computer programs, analyzing interview transcripts was a tedious, time-consuming task, literally completed by cutting the data into segments as

units of analysis. Completion of this self-paced training (including 30 hours of individualized consultation on my exact data set) will make it possible for me to accelerate my analyses, complete more in-depth assessments of my data, as well as strengthen the validity and reliability of my results. The end product will be the completion of my manuscript based on clinical interviews with twenty-four adolescent girls about the role that diaries play in mediating self-hatred, entitled *Girlhood Diaries as a Mediator of Self-hatred*.

4/24/2003 Voices of Algerian Women: Past and Present

Voices of Algerian Women explores the many textures of the Algerian feminine literary voice during the colonial revolutionary and post-colonial eras. The manuscript will scrutinize how women’s voices in Algeria have been influenced and/or drastically changed as a result of the socio-political and cultural climates of various historical periods in the country. The role of the French language in shaping that voice is also something of extreme

importance that is analyzed in this work. From the writing of the first Algerian “assimile” women schooled in the French colonial system, to revolutionary writers such as Assia Djebar and Zoubida Bittari, to finally postcolonial authors such as Leila Marouane and Malika Mokeddem who have shaped the contours of contemporary Algerian women’s issues, this book will offer a comprehensive analysis of feminine literature from Algeria.

4/24/2003 A Socioeconomic and Demographic Demand Audit Model for Risk Transfer Mechanisms in China

China’s relatively recent decision to transform its economy to a market driven system has created interesting challenges for its people. After living in a “cradle-to-grave” security net under a Communist system, the Chinese

are gradually being required to accept greater personal responsibility for their own risks.

Using such socioeconomic and demographic factors such as gender, family size, income, rural/urban, and

dependency ratios, this project will examine the factors that have influenced demand for risk pooling and risk transfer mechanisms such as insurance. Ideally, this study will contribute to the existing debate on the optimal public policy for improving the delivery of and access to

risk management tools for the broader population. Prior research supports the contention that availability of such services has been followed by a significant improvement in the quality of life.

4/24/2003 Growth and Development in Mosses: Isolation and Characterization of Gibberellins from *Ceratodon purpureus*

The growth and development of all organisms is regulated and influenced by a number of different chemical substances called hormones. Understanding how plant hormones regulate growth and development is a fundamental goal in plant biology. The plant hormone gibberellic acid (GA) is the focus of this proposal. Although there is a relatively large set of data on the influence of GA during growth and development in flowering plants, very little is known about GA's role during moss development

(a non-flowering plant group).

Recent work has demonstrated that GA has important implications for growth processes in the moss *Ceratodus purpureus*. When a GA biosynthesis inhibitor was applied to *C. purpureus*, growth was inhibited; indicating the GA is required for normal growth. The following proposal will 1) characterize the inhibition of growth and 2) optimize a protocol for the subsequent isolation and identifications of Gas from *C. purpureus*.

4/24/2003 Exploring the French Mystique in American Films

The main objective of my ASD grant project is to examine the complex evolution of the notion of the French mystique in American films. During the summer of 2003, I plan to revise and submit an article, *The Evolution of the French Image in American Films; or Why Pepe Le Pew is a Skunk to the Journal of Film and Video*. As no research

has been done in the area of French national stereotyping in American popular culture, this article on trends in American films lays the groundwork for understanding public opinion toward the French, which is key in its effect on enrollment patterns in French language programs.

4/24/2003 Week Long Workshop at the Iowa Summer Writing Festival

I am currently working on my second young-adult novel, *Philip and the Owl-Eyed Maiden*, and will use an ASD grant to attend the 2003 Iowa Summer Writing Festival. This Festival features week-long and weekend workshops for poets, fiction and non-fiction writers, and playwrights. The Writing Festival provides an opportunity for me to share my work in a supportive community. I plan to attend a week-long workshop entitled "Ways of Telling: A Workshops in Narrative Structure," led by writer Lisa

Schlesinger (June 22–27). My book tells the story of the building of the Parthenon and the creation of the gigantic old-and-ivory statue of Athena, from the viewpoint of a teenage apprentice stonemason named Philip. Through Philip's eyes, we learn about the art and architecture of the Parthenon, and explore the culture and society of the people in ancient Athens as they recover from the Persian Wars and build an empire (448–442 BC).

4/24/2003 Successful Medication Self-Management as Perceived by Community-dwelling Older Adults: A Continuation Study

Medication management, especially by older individuals, is not problem-free. Numerous studies have revealed a significant incidence of non-adherence with prescribed drug regimens leading to failure to manage symptoms, and development of complications associated with medications that result in hospitalizations. However, these studies have left unanswered many questions regarding the reasons for non-adherence especially from the perspective of the older individual. Using a qualitative design, the researchers will identify factors that promote and hinder medication self-management processes as perceived by community-dwelling older adults. Participants will be

recruited from independently living older adults residing in retirement communities. Under the direction of the faculty, using interview guides, students will explore the medication management abilities of the participants. Faculty will analyze verbatim transcripts of audiotaped interviews. Subsequent data will be used to develop interventions that promote successful medication management. The proposal, developed by four faculty members, represents a departmental initiative to foster collaboration between senior and junior faculty and engage students in the research process.

4/24/2003 Themes of Traps, Roots, Soft and Hard Places

Last spring I started a new series of paintings using a different format and process. This imagery was developed on small wooden five sided panels which resembled house forms. This project would use these funds to expand my preliminary ideas to a larger scale with more intricate constructions. In addition, I plan on returning to print

work utilizing color lithographic techniques after focusing on intaglio and mono printing for the last five years. Lithography will provide a more effective way to translate the ideas I am working on in painting to a printed form. A grant will enable me to purchase the painting and printing supplies needed for this project.

9/12/2003 Against Moral Rationalism

I have been commissioned to contribute a chapter in a forthcoming volume on the philosophy of David Hume in Blackwell's extensive and prestigious series of *Companions to Philosophy*. Edited by Elizabeth Radcliffe, a prominent Hume scholar and a co-editor of the journal *Hume Studies*, the volume to which I've been asked to contribute will be called *A Companion to Hume*. My chapter, "Against Moral Rationalism," will be a systematic and innovative interpretation of Hume's arguments

against a school of philosophers known as "moral rationalists." Blackwell's describes the series as providing "complete and authoritative surveys" of its subjects "written by today's leading philosophers," which "provide the ideal basis for course use," and are "invaluable works of reference for students and specialists alike." Over 15 of these Companions are already in print. I am applying for an ASD grant to support my work on this project, which I intend to complete during the summer of 2004.

9/12/2003 Early Jewish and Christian Mysticism: Mapping a New Territory

This manuscript will serve as the opening article in a series of articles collected for a book that I am editing, *Reflections on Early Jewish and Christian Mysticism*. Because I have chaired the Society of Biblical Literature group (Early Jewish and Christian Mysticism) since its inception in 1996, I have been asked to serve as the editor of a collection of papers from the archives of this group's work. As such, I will be writing the article that will launch the rest of the articles in the volume.

This particular article (*Early Jewish and Christian Mysticism: Mapping a New Territory*) will assess the

field and address the following questions: As historians of religion, how can we best define mysticism in the early Jewish and Christian period (200 BCE–500 CE)? What issues and problems are central to understanding mysticism within Second Temple Judaism and early Christianity? How have these issues and problems been addressed by previous scholars? How do the authors of this volume address these issues and problems? What is the future direction of the study of early Jewish and Christian mysticism?

9/12/2003 Physical Studies of Primitive Solar System Bodies

The boundaries of our solar system have expanded dramatically over the past 15 years. Until recently, most researchers believed that the majority of asteroids resided in the main asteroid belt between the orbits of Mars and Jupiter, less than 5.2 times the Earth's distance from the Sun. Astronomers have long believed in a spherical reservoir of comets called the Oort Cloud, at an approximate distance from the sun of around 40,000 times the average Earth-Sun distance. 5335 Damocles (discovered in 1991) was the first of the small group called Damocloids: asteroidal-appearing objects with high-eccentricity, high-inclination orbits similar to those of Oort Cloud comets. Could these objects be "dead" Oort-cloud comets? Or did they form in the asteroid belt, later having their inclinations and eccentricities increased by some process? More

complete physical studies of this group of objects will be essential in order to determine whether they might be of a common origin, whether cometary or asteroidal. In this project, we will determine the size, shape, and rotation period of at least two Damocloids, and set limits on their composition.

The work proposed here will be part of a larger project, shared with collaborators, in which we will study the composition, scattering properties, rotation states, albedos, and sizes of selected primitive objects. Illinois Wesleyan students will be involved at all stages of the project: selecting target objects, making preparations for observing, going to observatories in Chile and Arizona to carry out the work, and analyzing the resulting data.

9/12/2003 New Democracy and the Origins of Business Support for the Chinese Communist Party

In May of 1949, as the Chinese Revolution reached its climax, Communist forces swept into Shanghai, the commercial and industrial capital of the country. Surprisingly, among those who first welcomed their arrival was an influential group of businesspeople. This project seeks to identify the origins of this business support for the Communists. Specifically, it sets out to study, for the first time in Western scholarship, the politicization of the business class. The particular focus centers on those capitalists who, in the face of the Japanese invasion of coastal China in 1937, launched a patriotic movement to relocate their factories inland with Chiang Ka-shek and the Nationalist government in order to build up an industrial base in the rear to support the War of

Resistance. Preliminary investigation suggests that between 1937 and 1945, Nationalist government policies increasingly alienated these businesspeople; simultaneously, Communist economic policies, under a revolutionary programme called New Democracy, demonstrated considerable appeal to the capitalists. I seek funding to stay in China after my May Term course in 2004 to carry out archival research both in Chongqing, the wartime capital, and in Shanghai, to gather documents that will flesh out this important story. The results of the research will comprise one of the last two chapters in my nearly completed book, *New Democracy: Communist Relations with the Middle Classes in the Chinese Revolution*.

9/12/2003 Polyoxoanions as Disintegrable, Internal Scaffolds for the Assembly of Molecular Cages

During the sabbatical year I will initiate a new project in my ongoing study of negatively charged transition metal oxide clusters—polyoxoanions. I propose to use polyoxoanions as temporary scaffolding in the assembly of positively charged molecular cages. Components of the cages will be pre-organized on the negatively charged surface of the polyoxoanions and riveted together through the formation of new covalent bonds. The cage will be made porous so that base can be used to destroy the trapped polyoxoanion, leaving a largely empty cavity

capable of binding new, molecular guests. While the molecular cages produced from these reactions will be useful as sensors and sequestering agents, the greater value of this project lies in demonstrating the novel concept of disintegrable molecular scaffolds. This work will be conducted at Tufts University in the laboratory of professor Rybak-Akimova and will be the beginning of a long-term collaboration involving Illinois Wesleyan student researchers.

12/9/2003 Institutions for Environmental Cooperation: The Tuolumne River

This grant will support travel to the Tuolumne River in California, where I will interview actors involved in the environmental protection of the river. Protection of the Tuolumne, which has been designated a Wild and Scenic River, includes a wide variety of actors from the state and federal government, private sector, non-profit organizations, commercial guiding companies, and public utilities. Collectively, these actors have established institutions

and processes that address issues of enforcement and dispute resolution, which serve to sustain their preservation efforts. The goal of this research is to study how these cooperative institutions emerge and are sustained to preserve common pool resources. I hope the end product to be two scholarly articles for submission to journals in political science or environmental studies.

12/9/2003 Pastourelle Motets from the French *Ars Antiqua*

The purpose of this grant is to make a sound recording of pastourelle motets from 13th century France. The CD will accompany a recent submission of mine to a volume of essays in Old French Language, Literature and Music, and will illustrate the arguments I made in my contribution. The money will be used to hire a recording engineer, pay for studio time, and to compensate the singers. Scott Ferguson has auditioned three vocalists interested in this project, and as this commitment entails a semester of rehearsals outside of all their other activities, I wish to pay them as student workers. This will enable the project

to expand beyond the six motets discussed in the article to become a full-length recording.

My argument focuses on the intratextuality of the motet, and in particular on the interlace devices, melodic as much as poetic, which unify the disparate texts into a cogent whole and make the composition accessible to listeners. In order to convince medievalists that the motet was indeed intelligible to contemporary audiences, auditory evidence is vital and will reinforce the intellectual arguments as nothing else can.

12/9/2003 Two Approaches to German Science Fiction in the Allied Occupational Zones

Science fiction provided authors in East Germany with the opportunity to conceal critique of the existing system behind the genre's alternate worlds and settings. This new and important thesis is the driving force of my book manuscript, which transforms the study of East German popular literature, which up to now, had been assumed to consist merely of propaganda. The primary goal of my ASD grant is to fund a research trip to Germany that is necessary to complete one chapter of this manuscript and to purchase a laptop computer that is necessary to conduct such archival research. The manuscript itself entitled *Science Fiction Literature and Film in East Germany: 1949–1990* is substantially done. Berghahn Press, a well-known name in the field of German Studies,

has demonstrated interest in publishing it. The target chapter is chapter one—*German Science Fiction in the Soviet Sector*. Some of this chapter is already written. However, it is necessary for me to travel to Germany in order to conduct research on the literary and publication policies of the Soviet Military Administration in Germany. Finally, as a German scholar, my trips to Germany are prized opportunities to collect materials for other research projects. While there, I intend to collect the materials necessary for another endeavor, which draws upon the research that I have done for my book manuscript. My analysis of said materials will culminate in an article entitled: *Nation, Technology and Utopia in German Science Fiction: 1946–1949*.

12/9/2003 Perceptions of Health by Hispanic Women

The purpose of this pilot study is to investigate perceptions of health by first and second generation, low income, Spanish speaking women from Mexico and Central America. Focus groups will be conducted in Spanish, transcribed, then translated into English to determine differences in health perception by age or country of origin. Findings from this study will be used to strengthen research methods in a larger, externally funded proposal that investigates physical activity in relationship to

health, as defined by this population of women. With the burgeoning Hispanic population growth in the US, high rates of inactivity of Hispanic women that increase with age and double to triple incidence of obesity and Type II diabetes in Hispanics, studies are needed that address the conceptual and methodological issues in research on low income Spanish speaking Hispanic women. The end product of this pilot will be one manuscript submitted to an interdisciplinary journal.

12/9/2003 Night Skies Fused in Glass

Combining a technique called “painting with light” with traditional casting methods, I plan to create a series of four elaborate cast and fused sculptures, uniting metal and glass. The focal point of each sculpture will be a 20” x 20” fused glass slab that will be composed of thirteen layers of fused sheet glass. In each layer of these slabs there will be levels of interacting visual elements forming a “night sky” composition. These slabs will be held upright

by sand-cast aluminum bases, which will form the foreground of these landscapes. There will also be cast glass landscape components set into the aluminum base. These sculptures will combine all of the various casting and fusing methods that I have been studying for the last few years. They will be an unusual combination of materials as well as a fusion of solid three-dimensional form with illusionistic space.

12/9/2003 Composition for Mexican ensemble *Trío Neos*

I plan to write an original musical composition for *Trío Neos*, a Mexico City ensemble consisting of clarinet, bassoon and piano. The composition will have six to eight short movements covering a wide range of musical and expressive ideas, from mystic quietude to jazzy angularity. Its total duration will be between ten and fifteen minutes. The trio wishes to premiere this composition

at one or the other of Mexico's two principal new-music festivals, the Foro de Música Nueva in Mexico City and the Festival Internacional Cervantino in Guanajuato. I will travel to Mexico to rehearse with the trio, be present at the premiere, and attend a number of other festival concerts to acquaint myself with recent musical developments in Mexico and elsewhere.

12/9/2003 The Influence of Instruments from the Workshop of Thomas Lot on Flute Music from the mid-18th Century

This proposal involves the study of music for the flute from the middle of the 18th Century, and the ways in which this literature may have been directly influenced by the instruments made in the workshop of Thomas Lot. These instruments were used by most of the prominent players of the day, many of whom were also the composers of much of the popular literature for the instrument. This connection between the instruments from particular makers and significant musical output appears to be unique to the flute, and is particularly strong with reference to flutes made by Lot.

The work for this project would be done on a modern reproduction of a Lot instrument from Folkers and Powell, one of the country's pre-eminent makers of historical reproduction flutes. The results of this very specific study would then become part of the proposed end products of my sabbatical during the Fall Term, 2004. The focus of this larger study will be on this interaction between historical flutes and the music composed for them and will cover examples from a period of about 100 years (roughly 1700–1800).

3/31/2004 Usability and Psychophysiology: Using Psychophysiological Methods of Inference to Enhance the Quality of Usability Studies

Usability research may benefit from the addition of methods used in psychophysiology research. Psychophysiology uses measures of physiological processes such as the muscles associated with smiling and the movement of blood associated with increased physical activity to better understand psychological processes. Prior work in psychophysiology as shown that measures of the cardiovascular system can differentiate among feelings of being

threatened and being challenged, respectively. Knowing these types of states may help usability researchers better understand when users are feeling happy with an interface or stressed. I propose an empirical study designed to demonstrate whether psychophysiology can be successfully applied to usability research. This work has the potential to provide theoretical and practical insights in to feelings of being threatened and challenged.

3/31/2004 Slovak Choral Music for Treble Choir

I will travel to the Slovak Republic during the summer of 2004 to study Slovak choral music for treble choir (soprano and alto voices—encompassing children's, youth and adult ensembles). The study will include an evaluation of cultural and political influences on the Slovak treble choir tradition, a survey of composers and compositions, and an analysis of individual works. The study will lead to three end products: (1) the publication of an article, or articles, in *The Choral Journal*, the professional journal of the American Choral Directors Association, (2) editing and publication of choral works for treble choir through Alliance Publications, Fish Creek, Wisconsin, and (3) performances of selected choral works for treble choir.

Since becoming an independent republic in 1993, Slovakia has seen an increase in communication and artistic exchange with the world community. Conductors

now have greater access to the musical and cultural life of this small, but fascinating, country. Publishing the finest examples of Slovak choral music for treble choir in the United States at this time will provide an important service to the world community of choral musicians.

I have two specific research interests: original compositions from approximately 1900–1989 and folk song arrangements. I will divide my study of original compositions into two categories: those from 1900–1960, and those from 1960–1989. With regard to the first category, I will focus on compositions by the Slovak composers most crucial in the development of the contemporary Slovak style of composition. The most important area of exploration will be the treble choral music written from the 1960s until the collapse of Communism in 1989.

3/31/2004 Parent and peer context of child conflicts: China, Indonesia and North America

Two studies assessing cultural differences in the conflict behavior of children will be conducted. In Study 1, parents of U.S. and Indonesian preschoolers (N=100) will be asked to respond to a set of vignettes describing peer conflicts and asked to indicate their rationale for intervening. It is expected that U.S. parents will emphasize the need to teach children about property more than Indonesian parents,

whereas Indonesian parents will emphasize the need to teach children to maintain interpersonal harmony. In study 2, videotapes of Canadian and Chinese (N=500) children's conflict will be coded to assess cultural differences and the relation between conflict and parenting and individual differences in social competence. Adolescent's reports of conflict with their peers will be obtained at

seventh grade and similar analyses will be conducted. The findings from these studies will enrich our understanding of culture and conflict as well as inform developmental

psychologists about the transmission of culture within the context of parent-child relations and the peer group.

3/31/2004 Analysis of Menu Costs and Exchange Rate Shocks in the Dominican Republic

I am applying for an Artistic and Scholarly Development Grant for the summer of 2004 in order to be able to gather statistical information on exchange rates and prices from the Banco Central de la República Dominicana. While residing in Santo Domingo, the capital city of the Dominican Republic, I plan to join the Research Unit of the Central Bank as a visiting scholar for a period of time of ten days. I will build macroeconomic data sets available neither in quantity nor in quality to researchers that work outside of large foreign or international economic institutions. Upon return to the United States I will apply my quantitative research skills on these data sets in order to

study the economic phenomenon known as “menu costs” and their connection to currency devaluations. Access to the wealth of detailed statistical information that central banks collect would allow me to publish the findings of my research in top-tiered academic journals. Specifically, I plan to present the conclusions of my research at the Southeast Theory and International Economic Meetings and Western Economic Association International Conference. Simultaneously, I will submit for publication in the *Journal of Latin American Studies* at least one paper based on this project.

3/31/2004 Critiquing the Elite: The Governor’s Banquet in Don Quixote II

This summer, with the support of an Illinois Wesleyan ASD grant, I will travel to the Newberry Library to consult sixteenth-century manuals and related Spanish documents to write an article on food presentation in Miguel de Cervantes’ *Don Quixote*. In *Critiquing the Elite: The Governor’s Banquet in Don Quijote II* I will explore social stratification that occurs both at the table and

in society at large and power relations of inclusion and exclusion that develop in the dining scenes in Barataria, the land that Sancho Panza has been granted to govern. I will submit this article for publication this summer and present part of it at the Don Quixote Conference next fall in New York.

3/31/2004 Beyond Macondo: Narratives of Displacement in the New Colombian Fiction

A study of the remarkable narrative renewal that has taken place in Colombia in the past years, *Beyond Macondo* focuses specifically on how the country’s complex and dramatic social and political circumstances are discursively embedded in recent literary projects. While these narratives deal unreservedly with the unremitting violence that seems to be such an entrenched characteristic of Colombian reality, they do not conform to the more

traditional model of protest literature or “narrativa de denuncia”. On the contrary, these new writers’ scathing social critique is articulated in what has been appropriately called “aesthetics of rupture and displacement.” This combination of ethical positioning, social denunciation and radical formal experimentation is what gives the new Colombian narrative of violence its particular edge and explains why it is receiving such international acclaim.

3/31/2004 An Original Musical Composition for Bass Clarinet and Organ

I wish to compose a substantial original work of music for *Duo Levent*, a bass clarinet and organ duo comprised of Dutch bass clarinetist, Harry Spaarnay, and Argentine organist, Silvia Castillo, both of whom are based in Amsterdam. The end products will include: the completed composition (in the form of a score); copies of the score for distribution to prospective performers, which could yield benefits long after the completion of this project; multiple public performances of my music throughout Europe and the United States (during the fall of 2004 and the spring

of 2005); and recordings of these performances for distribution to prospective performers. I eagerly anticipate the challenge, opportunity, and excitement of composing a new work for these internationally renowned musicians.

Finally, because the completion of this score and the subsequent performances of it by this highly celebrated duo would advance my career as a composer in significant ways, I sincerely hope that you will find my proposal worthy of your support.

4/5/2004 Should Business Ethics Matter to Courts of Law in Employment Cases?

In this study I seek to determine whether courts should take business ethics into account when making legal decisions, such as whether an employee's termination was unlawful. My hypothesis is that courts do not view business ethics as relevant to legal decision-making. I will review reported legal decisions in order to determine whether that is true. My own view as an employment lawyer is that business ethics can, indeed, be relevant to a court's legal decision-making. The Supreme Court has

instructed lower courts that the critical determination in employment discrimination cases is what was in the heart of the decision maker at the moment the decision was made. If I am correct that courts generally draw a distinction between an employer's ethics and its lawfulness, then I will argue that maintaining the distinction is wrong. If we look into the heart of the decision maker and find a bad ethic, or unconscionability, then I believe that finding is relevant to the legal case resulting from the decision.

4/5/2004 Archetypal Images Related to Pre-Verbal, Human Sounds

Utilizing my knowledge of voice-for-the-actor training, I propose to spend the summer and fall of 2004 studying the archetypal underpinnings of human expression such as crying, screaming, whispering, cooing, and laughing. Analyst C. G. Jung defines archetypes as "primordial types [and] universal images that have existed since the remotest times." Having already surveyed how leading theatre practitioners use archetypal image work and visual images in actor training (Lindberg, "Archetypal

Image Work in Shakespearean Performance Training", *Voice and Speech Review*, 2003), I intend to examine how Jungian theory about archetypes can be linked to pre-verbal, human sounds. This research will further develop the actor's understanding of the potential of archetypes to inform his/her creative work. My efforts in 2004 are designed to culminate in an article suitable for inclusion in a peer-reviewed journal. By December of 2004, I believe I can have a working draft of the article prepared.

4/5/2004 North Africa's Engagés: Political Dissidence, Memory and Cultural Delocalization

The proposed research focuses on the theme of political engagement and memory in francophone novels by some of North Africa's most prominent contemporary socio-political writers, known in French as the "engagés." The working title of the research project: *North Africa's Engagés: Political Dissidence, Memory and Cultural Délocalisation*, analyzes novels by authors such as Salim Bachi, Malika Mokeddem, Fatéma Oufkir, Tahar Ben Jelloun and Edmond Amran El Maleh, among others. These 'engagés' contribute to a new literary consciousness

that very rapidly has moved beyond the limits of national boundaries to open up political discourse that encourages the historical revision of colonial and postcolonial eras. Despite enormous personal risk, the discourse of the engagé North African author increasingly has forced postcolonial regimes to acknowledge egregious violations of human rights. This socio-political engagement, rooted in a literary framework, has been the modus operandi of authors writing particularly from Algeria, Tunisia, and Morocco.

4/5/2004 Optimal Allocation of Expenditures Associated with Risk Management

The research project involves a survey of accounting and risk management professionals at the 500 largest public U.S. corporations. It explores the successes and challenges associated with methodologies used to identify costs related to risk management practices. In addition, the study focuses on the cost accounting allocation system used to charge-back these costs to specific departments and other auxiliary, affiliated, or revenue-producing units. The benefits of cost allocation versus booking all risk management costs as a central administrative expense include (1) reducing risky behavior by gaining attention of departments and providing incentives for greater efficiency, and (2) spreading expenses out to components,

which is a superior approach for identifying and accounting for specific risk management-related expenditures.

The motivation for querying large corporations is due to their advantageous access to capital resources, a competitive environment, and new regulatory mandates required by the Sarbanes-Oxley Act. These factors have combined to necessitate creative approaches to risk identification and costing, putting corporations, as a whole, further along the learning curve compared to other organizations. Ultimately, this information will be gathered, analyzed, and shared with other groups such as public and private educational institutions, municipalities and other local government entities, and nonprofit organizations.

4/5/2004 Successful Medication Management as Perceived by Retirement Community- dwelling Older Adults and Non-retirement Community-dwelling Older Adults: Toward a Practice Theory.

Successful adherence to the medication regimen has been and continues to be a ubiquitous problem for patients and health care providers. In the elderly, inability to successfully manage self-medication can result in complications of illnesses, exacerbation of symptoms, and hospitalizations related to medication nonadherence. Despite these consequences, interventions aimed at increasing adherence are costly, complicated, and have met with little success. Enhancing self-medication management in this population could promote health, reduce costs, and hospitalizations.

The purpose of this research is to describe self-medication administration in two samples of community dwelling older adults, looking for examples counter cases and rival behaviors, and to propose a middle-range practice theory that is congruent the patterns of living of the older population. Framed within Orem's

Self-Care Deficit Theory of Nursing the qualitative study follows a naturalistic design. Using purposive sampling, elderly participants who are living independently will be recruited from structured retirement communities (n~20) and private residences (n~15).

Perceptions about successful medication administration and patterns of living will be summarized thorough inductive analysis techniques designed to identify developing categories with links that emerge as a conceptual descriptions or theories. It is anticipated the outcome will be a middle-range practice theory that would include information of what is perceived as the most helpful and least helpful methods of medication self-administration in the elderly. A theory derived from the perspective of the elderly is a starting point in establishing interventions and strategies to promote successful medication management.

9/23/2004 A Series of Paintings Based on the Tradition of Contested Format

I plan to experiment with compositional formats through a series of twelve paintings. Artists in Japan developed a practice in which different pictorial or design formats are grouped in the same painting or print. This practice is called "a contest of framed images or pictures." Although this aesthetic concept was not frequently used by Japanese painters, it became a much admired device for lacquer box and tray decoration. In the 17th, 18th, and

19th century, the practice of contesting formats extended into the area of woodblock printmaking and decorative painting. The compositional formats in my paintings will be grouped or contested in a manner that extends this traditional concept. This project represents a continuation of my interest in Japanese aesthetics and applying these concepts to my painting. The completed series of paintings will be exhibited on and off campus.

9/23/2004 Examination of the Manuscripts of the Gospel of Thomas

To travel to examine the original manuscripts of the ancient Christian gospel, the Gospel of Thomas, in order to complete my transcription, translation, and commentary of this ancient document. My monograph is called, *The Original Gospel of Thomas in Translation*, with a commentary and new English translation of the complete Gospel (London: T & T Clark, 2005). The manuscripts to be examined are Papyrus Oxyrhynchus 1, 654, and 655 housed in the Houghton Library, Bodleian Library, and the British Library, and Nag Hammadi Codex II housed in the Coptic Museum in Cairo. My research, although it

includes figuring out the best transcriptions of the Greek and Coptic texts, has far-reaching implications since it suggests that the Gospel of Thomas, unlike the New Testament Gospels, was not originally written in Greek. Rather it was originally an Aramaic text of sayings of Jesus. There are many ramifications for this, including the possibility that the Gospel of Thomas may contain some of our oldest versions of sayings of Jesus and may include traditions from the earliest Christian community in Jerusalem which was led by James, Jesus' brother.

9/23/2004 Physical Studies of Comets and Asteroids

Until recently, most researchers believed that the majority of asteroids resided in the main asteroid belt between the orbits of Mars and Jupiter. Astronomers have long believed in a spherical reservoir of comets called the Oort Cloud. 5335 Damocles was the first of the small group called Damocloids: asteroidal-appearing objects with orbits

similar to those of Oort Cloud comets. More physical studies will be essential to determine whether they might be of a common origin, whether cometary or asteroidal. In this project, we will determine the characteristics of at least one Damocloid and one related asteroid.

The work proposed here will be part of a larger project

in which we will study the properties of selected primitive objects. Illinois Wesleyan students will be involved at all stages of the project: selecting target objects, going to

observatories in Chile and Arizona to carry out the work, and analyzing the resulting data.

9/23/2004 Determination of Strontium-90 Levels in White-tailed Deer in Relation to the Clinton Nuclear Power Plant

Strontium-90 is one of a number of radionuclides (i.e., radioactive isotopes) routinely released by nuclear power plants into the atmosphere. It resembles calcium and concentrates in the teeth and bones of organisms. Studies have suggested that infant mortality and cancer rates increased when nuclear power plants were on-line, and decreased when plants were off-line. However, no studies have been conducted to determine radionuclide levels in the Illinois environment despite the fact that

Illinois has more nuclear power plants than any other state. The purpose of this study is to use teeth collected from deer harvested during the firearm hunting season to determine if strontium-90 is present in the environment near the Clinton nuclear power plant. If strontium-90 is present, I will conduct a study next year in relation to all nuclear plants within Illinois. These results may stimulate other researchers to study human mortality and cancer rates in relation to nuclear reactors.

9/23/2004 Collection of asexually reproducing larvae of sea stars and the documentation of morphological changes that occur during cloning.

The overall goal of this project is to precisely identify the morphological events that occur during the process of asexual reproduction (cloning) by developmental stages of sea stars (starfish). To accomplish this objective, a large number of specimens that are undergoing asexual reproduction must be collected. These specimens will be examined using a variety of microscopic techniques (transmitted light, scanning electron, transmission electron, and scanning laser confocal microscopy) in

order to accurately determine the sequence of morphological changes that occur during this unusual developmental process. The results of these examinations will allow us to determine whether asexual reproduction by developmental forms is merely a reiteration of normal developmental processes (i.e., development from a fertilized egg) or represents the evolution of a unique and novel developmental pathway.

9/23/2004 Environment-Friendly Organic Synthesis Using Ionic Liquids and Bismuth Compounds

The goal of this project (to be carried out in 2005–06) is to develop environment-friendly organic synthesis by using ionic liquids as solvents and bismuth compounds as catalysts for organic synthesis. Ionic liquids are a new class of organic solvents with several attractive features such as negligible vapor pressure and lack of flammability. They can also be easily recycled. Hence ionic liquids promise to be useful alternatives to the traditional organic solvents which are responsible for air pollution and lung disorders. Bismuth compounds are attractive for use as catalysts because they are remarkably non-toxic, non-corrosive and inexpensive. The combination of bismuth

compounds and ionic liquids should result in new chemistry that is safe and thus should have significant positive impact on human health. I expect this research to lead to at least three or four publications in major peer-reviewed journals such as *Green Chemistry*, *Organic Letters* and *The Journal of Organic Chemistry*. In addition I will be presenting these results at the National Meeting of the American Chemical Society in August 2007. I am seeking funds through this ASD grant to cover the cost of a lap top computer, essential for my research, and travel costs to The Center for Green Chemistry in Australia where I will be spending my sabbatical year.

9/23/2004 Nuns and Concubines in Colonial Brazil: Analyzing Religious Texts

I propose to travel to Brazil for three weeks in June 2005 to use the National Library of Brazil and the Archive of the Archdiocese in Rio de Janeiro so I might begin new research for my sabbatical project in Fall 2005. The focus of my research will be the lives of women at the margins of society in colonial Brazil (1550–1821), who failed to achieve the ideal of the married and house-bound woman and faced either segregation in formal or informal convent

life or illicit and transitory relationships. This travel and research will provide the foundation for writing the final chapter of my book on women in the religious world of colonial Brazil which, as a whole, will contribute to our understanding of religious development in the New World and help restore women's lives to historical studies of that era.

12/13/2004 The Myth of Hume's Compatibilism

David Hume (1711–1776) is generally regarded as the father of the metaphysical view known as “compatibilism”—the claim that freedom of the will and determinism are not incompatible. Hume's arguments have taken on a life of their own, adapted by so many contemporary compatibilists for their own purposes that compatibilism is now the leading approach to the problem of free will. But if Hume is “the father of compatibilism,” that theory is at best his bastard child. Counting Hume as a

compatibilist seriously distorts his aims, his arguments, and his achievement. I will use my ASD grant to expose the myth of Hume's compatibilism. Classifying Hume as a compatibilist makes him a player in a game he refuses to play. His resolute refusal to do metaphysics is what is both radically innovative and strikingly modern in his approach to philosophical problems. Ignoring this misses what makes Hume worthy of our serious consideration today.

12/13/2004 Critical Edition of *El buscón* by Francisco de Quevedo (1626)

This spring, with the support of an Illinois Wesleyan ASD grant, I will go to Madrid's National Library to consult previous editions of Francisco de Quevedo's *El buscón*, scholarly articles and related Spanish documents to continue preparing a critical edition of this well known picaresque novel. (The picaresque genre typically deals with adventures of a rogue protagonist, paints the struggles of those trying to survive in a corrupt and

hypocritical society, and includes harsh social criticism). While *El buscón* is arguably the most famous picaresque novel, no critical edition exists that is directed toward undergraduates whose first language is English. My work will make this important text accessible to undergraduates throughout the English speaking world. The end product of this grant, then, will be a critical edition of Francisco de Quevedo's *El buscón*.

12/13/2004 Interview with Ali Bourequat: Eighteen years of solitude

Ali Bourequat is a Moroccan political dissident and former prisoner currently living in exile in the United States. The interview will be incorporated into a chapter entitled, *Eighteen Years of Solitude: Dissident Writing from Tazmamart, Morocco: Between Dante and Kafka in the works of Ali Bourequat, Ahmed Marzouki and Mohammed Raïss*. This chapter will be part of my forthcoming book: *North Africa's Francophone Engagés: Political Dissidence, Memory and the Ex-Centric Author*. The interview will encompass questions concerning Mr.

Bourequat's years in Tazmamart prison (one of the most monstrous prisons of the world documented by Amnesty International), his literary work, as well as his whistle-blowing campaign against the Moroccan-French drug cartels in the 1990s. Mr. Bourequat held information about the drug trade that linked top French government officials to the Moroccan monarchy. He was threatened in France, and subsequently sought asylum in the US. This makes him the first citizen of a Western power allied with the US to be granted asylum in America.

12/13/2004 Computational Syntax: A Logical Approach

Natural language processing (NLP) aims to provide computers with the ability to communicate using natural language. There is an ongoing controversy within NLP whether it should be based on linguistics theories, or whether it should be considered as an “engineering problem,” mainly using statistical methods.

I believe that NLP applications should be based on linguistic theories, because this approach provides important information about these theories, ultimately leading to insights in cognitive science, namely how the

human language facility can be realized computationally.

Since linguistic theories are defined at an informal level, they have to be formalized in order to be implemented on a computer. My research is concerned with studying tools for the formalization of linguistic theories, particularly tools based on formal logic.

The ASD grant would allow me to complete work on a paper during my junior leave while staying as a visiting researcher at the Technical University, Berlin, Germany.

12/13/2004 Composition for Helikon Ensemble of Vancouver

I will compose a work for the Helikon Ensemble of Vancouver, British Columbia. The piece, in one movement of approximately eight minutes, will be for flute (doubling on piccolo and alto flute), clarinet (doubling on bass clarinet), violin, cello, piano, p percussion, and two

vocalists (one female, one male). The vocalists will be integrated into the ensemble instead of being treated as soloists, sitting among the instrumentalists and singing few if any words. Each instrument and voice will be amplified via microphones, permitting very subtle sounds

to be clearly audible and adding immediacy and power; this will be my largest-scale exploration so far of this technique. The piece will include finely-detailed textures,

a richly colorful melodic and harmonic vocabulary, and supple, ever-shifting rhythms. Following the premiere, I will seek additional performances of the work.

4/26/2005 The Influence of Racial Identify Profiles on the Relationship Between Racial Discrimination and Depressive Symptoms

The goals of this study are to examine the association between racial discrimination and depressive symptoms in African American college students and whether racial identity influences this association. It is hypothesized that racial identity, the significance and meaning individuals place on race, will affect how they experience discrimination and perhaps buffer negative outcomes. It is important to examine these variables since research has confirmed

that experiencing racial discrimination can have negative psychological consequences at a time when African American students are transitioning to young adulthood and striving to meet the demands of college life. This project will culminate in a journal article submission to a peer-reviewed journal of the American Psychological Association, *Cultural Diversity and Ethnic Minority Psychology*.

4/26/2005 *The Wild Duck*

Several Illinois Wesleyan School of Theatre Arts alumni have been working this past year to form a production company in Chicago, the Open Sky Theatre Collective. They have asked me to direct their inaugural production, Henrik Ibsen's 1884 classic, *The Wild Duck*. The production will run in June at the Breadline Theatre, one of Chicago's most noted off-Loop venues. As is usual with such emerging companies, all of the production staff and actors will work gratis; thus I am applying for funding

to help defray the cost of my involvement. Working on this project will benefit my professional development by allowing me a presence in Chicago's professional theatre community, something that has been my goal since coming to Illinois Wesleyan. Moreover, I believe that the adaptation I plan to do to the text, along with the interpretive staging I plan to incorporate, will provide both artists and scholars with a radically new way of viewing this important play.

4/26/2005 Examination of primary documents regarding censorship and the management and history of Spanish libraries during the Spanish Civil War and early years of Franco's dictatorship

This summer, with the support of an Illinois Wesleyan University ASD Grant, I will travel to Spain to examine primary documents in the archives of the Archives, Libraries and Museums Professional Board at the National Library of Spain in Madrid and the General Administration Archives at the Ministry of Culture in Alcalá de Henares. My research will focus on the impact the Spanish Civil War and Franco's regime had on libraries between the years 1936 – 1945. Simultaneously I will reconstruct the

history of libraries lost during these tumultuous years. Based on this research I will submit an article to either the *Libraries & Culture* or the *Library History* journal for publication. This project is important because little is written about the history of Spanish libraries during the fascist Franco era and, on a larger scale, because libraries throughout the world continue to be threatened due to war, political ideology, and regime changes.

4/26/2005 The Secret of Vermeer's Light

In *A leiteira de Vermeer (Vermeers Milkmaid)* Manuel Rivas gives his own interpretive key to the mesmerizing effect of light in Vermeer's paintings, particularly *The Milkmaid* (1660). One of the possible answers to the enigma comes to the reader in the form of a poem where time, space and subjectivity are intertwined in the ineffable brightness of the trickle of milk pouring from the jar in Vermeer's canvas. In the story, traditional Galician cultural icons such as cows and mothers

make a textual journey through time and space from 17th century Delft to contemporary Coruña. For this project, I will analyze this wandering ride as an example of the particular articulation of tradition and modernity that characterizes Galician culture today. If granted, this ASD grant will enable me to visit museums in the Netherlands during June of 2005 with the purpose of seeing the works of Vermeer.

4/26/2005 Friendships of Chinese-Indonesian Adolescents and College Students

Chinese-Indonesian youth will be studied in an effort to better understand culture and friendship. This work will build upon my previous work on the friendships of Javanese/Sudanese and Korean youth. In previous publications, I have speculated that the very intimate friendships of S. Korean and Chinese youth may partially stem from Confucianism whereas the low levels of intimacy and exclusivity of Javanese-Sudanese youth may have arisen in the context of wet-rice communal agriculture. Because Indonesian-Chinese youth endorse Confucianism and

have no history of living in agricultural villages, the study of this population may provide a test of these hypotheses. Specifically, I expect their friendships to be more similar to Korean than to Javanese-Sudanese youth. Multiple measures of friendship, including both questionnaire and diary methods, will be obtained from adolescents and college students. It will be possible to compare Chinese-Indonesians with the Korean, Javanese/Sudanese, and U.S. samples I have previously studied.

4/26/2005 Language and Gestures in Japanese and English Conversations

The ASD grant will be utilized to conduct a research study on language and gesture in cross-cultural communication between Americans and the Japanese. In particular, this study focuses on hand/arm movements for the purpose of deepening our understanding of the relationship between verbal and non-verbal communication.

The data sets used for this study are English and Japanese conversations. The hypotheses that this research study explores are: 1) There is a more symmetrical gesture

distribution between the person who talks more and the person who talks less in the Japanese data than in the American data, and 2) the use of gestures is influenced by cultural norms of interactional patterns that govern verbal-communication. I plan to work at the McNeill Lab at the University of Chicago to increase my knowledge of computer analysis on gestures as well as in the East Asian Library to review previous studies on Japanese communication.

4/26/2005 An Original Musical Composition for Marimba and Percussion Ensemble (tentatively entitled Concerto for Marimba and Percussion Ensemble)

I wish to compose a substantial original work of music for marimba and percussion ensemble (comprised of approximately eight musicians who would play approximately twenty different instruments). This work will be created specifically for Dr. Eric Hollenbeck, Professor of Percussion at Colorado State University, and the percussion ensemble that he directs. If my work is completed by this coming fall, Professor Hollenbeck will program my music for performance during the 2005–2006 academic

year and will invite me to attend the premiere and to present a master class to compositions students. The end products will include: the completed composition (in the form of a score); a premiere of the work; copies of the score for distribution to additional prospective performers, which could yield benefits long after the completion of this project, including possible future commissions; and duplicate recordings of the premiere for distribution to additional prospective performers.

4/26/2005 The Dual Nature of Intuition: Heuristic vs. Holistic Processing

Can *intuition* be accurate and reliable? Psychologists have long warned that intuitive judgments are susceptible to irrational cognitive biases. However, intuitions can be highly informative and rational. To resolve this apparent contradiction, I propose that intuition has a dual nature. Intuition may be heuristic or holistic, with each type suited to different conditions. Heuristic intuition is useful when an individual's well-developed prior knowledge is appropriately applied. Holistic intuition aids in the solution of highly complex problems for which the

individual has no relevant expertise. Experts are expected to rely on heuristic intuition, whereas novices benefit from a holistic intuitive strategy. For intermediate experts who are developing a knowledge base, problems are best solved using careful, logical analysis. These hypotheses will be examined in a sample of Illinois Wesleyan University students solving everyday problems related to college life. The results of this project will become a conference presentation and research publication.

4/26/2005 The Social Life of Guns: Mexico and Beyond

Though firearms in Mexico are strictly regulated, many citizens own guns, and Mexico is home to an international black market for small arms. Historically, firearms

have been an important Mexican symbol, since the time of the popular rebellion led by Emiliano Zapata in 1911, and to the more recent 'Zapatista' rebellion in the mid

nineties. I examine the political economy of the firearm and the everyday meanings guns have for people in local spaces by conducting fieldwork in Mexico. That is, I seek to understand the flow of guns, asking such questions as, Where do guns come from? Who makes and sells them? Who gives up or gives away guns? Further, I wonder how people experience their weapons, asking

such questions as, What does it mean to shoot a gun? To be shot by a gun? How is the firearm, as a manufactured 'thing,' both similar to as well as very unlike other sorts of 'things'? What are the psychological dimensions of guns? This research will be the basis of a chapter in my forthcoming edited volume, *Open Fire: Global Gun Cultures* (Berg Publishers).

4/26/2005 Four Landscapes in Pate de Verre

Using a technique called box casting and employing the pate de verre process, I plan to create four landscapes cast in glass. Thematically, the landscapes are essential renderings of landscapes that I remember from my travels. Barcelona, Ronda, Rome, and Siena are currently the four locales from which I plan to draw my inspiration. These landscape reliefs will be initially modeled in clay and cast in a plaster/silica investment mold. Surrounding these molds will be structural boxes made of vermiculite

board—a strong, fire-proof material. I will be exploring new techniques as well as working larger than I have in the past with my glass castings. These castings will be done in low relief and painterly colored using various colored frits (glass granules) and larger pieces of glass. In addition I will be using curvilinear glass lines for the surface drawings that will be produced using our new vitrigraph machines.

10/4/2005 Claude Debussy's *Preludes for Piano*

The primary objective of my sabbatical leave (fall 2005) is an in-depth study of Claude Debussy's *Preludes for Piano*. After several months of studying and memorizing these twenty-four works, I will be traveling to Verneuil-sur Avre, France to consult with Jean-Paul Sevilla, a well-known concert pianist and expert on the music of

Debussy. The culmination of this collaboration will be a series of concerts in 2006, when I will be performing Debussy's *Preludes for Piano* at IWU and several other venues throughout the Midwest. I am applying for an ASD grant to help fund travel to France and consultation with Mr. Sevilla.

10/4/2005 Chronicling Children's Issues: *The Greenwood Encyclopedia of Children's Issues Worldwide*

I am asking for an ASD grant in support of my duties as editor-in-chief of *The Greenwood Encyclopedia of Children's Issues Worldwide*. When completed, the Encyclopedia will include six separate volumes with contributions from 120–150 international authors. It will thus serve as one of the most comprehensive publications available, chronicling the issues children confront globally on a daily basis. Those issues include: education; play and recreation; child labor; family; health; government policy and legal rights; religious life, (including rites

of passage); child abuse and neglect (including crimes against children). Divided regionally, the six volumes will include: Middle East and North Africa; Sub-Saharan Africa; North America and the Caribbean; Central and South America; Europe; Asia and Oceania. Each volume will consist of chapters focused on the major nations, and small nations or island groups and each chapter will contain a profile of the nation in regard to the conditions of children and families, followed by an overview of the most important issues facing children.

10/4/2005 Timberlake Wertenbaker: Translations and Transformations

This project encompasses the researching and writing the first article that details the connections between Timberlake Wertenbaker's translations of ancient Greek tragedies and her original theatre texts, using as a case study her 1995 translation of Euripides' *Hecuba* and her 2001 play *Credible Witness*. *Credible Witness* shares some of *Hecuba's* plot points and thematic concerns but provocatively transforms the classical tragic form. The twin goals of the project are to document Wertenbaker's power as a translator and articulate her unique tragic

vision. The grant will support travel to Washington D.C. for a symposium on the theatre of Wertenbaker in the spring of 2006 at Georgetown University and summer work composing and editing the article. The symposium also focuses on the idea of translation and transformation in Wertenbaker's work. At it, Wertenbaker will speak and present a staged reading of her latest play, providing important research material. The resulting article will be submitted to the journal *Comparative Drama* upon its completion.

10/4/2005 Perceptions of Physical Activity by Hispanic Women

The purpose of this pilot study is to investigate perceptions of physical activity by first and second generation, low income, Spanish speaking women from Mexico and Central America. Focus groups will be conducted in Spanish, transcribed, and translated into English to determine differences in physical activity by country of origin. Study findings will be used to strengthen research methods in a larger, externally funded proposal that investigates interventions to promote physical activity

in relationship to health, as defined by this population of women. With the burgeoning Hispanic population growth in the US, high rates of inactivity of Hispanic women that increase with age and double to triple incidence of obesity and Type II diabetes in Hispanics, cultural understanding of concepts and methods that promote health is essential. The end product of this pilot will be one manuscript submitted to an interdisciplinary journal.

10/4/2005 Preference Stability and Reversals across Economic and Political Questions

This research seeks to explain the contexts in which and reasons why people tend to change or even reverse their rank ordering of preferences over political and economic objects. Specifically, if an individual favors A over B, and B over C, she should favor A over C. This is a transitive preference ranking, and it is widely assumed to be ubiquitous. How the question about one's preference ranking is asked should not affect one's rank ordering. However, behavioral economists and others have discovered that certain scenarios tend to elicit preference reversals. To date, research illustrating this phenomenon has been

limited mainly to economic applications. My research applies the problem to political situations, a novel extension. My work also seeks to challenge the dominant explanation for this phenomenon by removing a key part of the purported cause while not eliminating the effect. Eliciting this phenomenon in a political context points out problems in theories of individual opinion formation and voter behavior. I anticipate a conference paper and a pair of published journal articles as end products of this research.

10/4/2005 William Kinney's Agrarian Dilemma

My project will produce an article and a book chapter on the agrarian dilemma of William Kinney (1781–1843), the leading Illinois Democrat of his generation. Kinney was a prominent farmer, merchant, Baptist preacher, state senator, lieutenant governor, internal improvements commissioner, and party leader. The article focuses on how Kinney and the 'whole hog' Democrats he led justified their agrarian ideology. American agrarianism, a political program arguing that farm producers make ideal citizens, faces the dilemma of advocating public support

for farmers but rejecting governmental aid. The article claims that agrarianism has been misconstrued; Kinney's was not an inconsistent or contradictory form of anti-capitalist individualism, but a variety of egalitarianism. The book chapter uses Kinney's career to highlight the 'story of peoplehood' he articulated to further agrarian interests. The biographical episodes will appear in both the article and book chapter to make concrete for readers how Kinney solved his agrarian dilemma.

10/4/2005 Composition for Prairie Fire Theatre

I plan to compose a one-act opera or musical for Prairie Fire Theatre, a company based in Bloomington, during my sabbatical in Spring 2006 and the following summer. This project continues my exploration of relationships between theatre and music, which have been an important concern in four of my previous compositions. My chief creative collaborator will be IWU alumna Nancy Steele Brokaw, a well-known local writer and journalist, who will write

the script or libretto. In composing for Prairie Fire I will have up to fifteen singers at my disposal, as well as up to twelve instrumentalists. Four to six performances of my work will take place, most likely in IWU's Westbrook Auditorium. Following the premiere performances, I will revise the piece as needed and investigate opportunities for performances outside the local area.

12/20/2005 The Making of Soviet Children's Literature

I am writing an introductory chapter on the history of children's literature in Soviet Russia for the forthcoming editorial volume *Creating the Future: Soviet Children's*

Literature and Culture. My chapter intends to compensate for the perplexing lack of research on and scarcity of information about Soviet children's literary. I argue that

by viewing childhood as a crucial phase in the formation of the future builders of communism, Bolsheviks realized that political, educational, and cultural contexts needed to be aligned in order to succeed in social engineering. However, it was only on the surface that children's literature appears to be a product of socialist propaganda. It

was truly heterogeneous as some of the brightest talents were attracted to it because it allowed more creativity and ideological freedom than the soviet literature for adults. Soviet children's literature and culture became a haven for creative imagination and experimentalism and as such it preserved the best traditions of Russia's literary heritage.

12/20/2005 Transmitting the Gospels

I have been invited to write an article (*Transmitting the Gospels: Experimental Evidence for Distinguishing Oral and Written Sources in Thomas and the Synoptics*) for a book by Tom Thatcher (*Jesus, the Voice, and the Text*; Baylor University Press, 2008). This book celebrates the twenty-fifth anniversary of the publication of the landmark volume by Werner Kelber, *The Oral and Written Gospel*. My contribution to the book will explore anew

the relationship between between the Synoptic gospels (Matthew, Mark and Luke) and the Gospel of Thomas by identifying characteristics in these texts that distinguish oral and written modes of transmission. I will set up a series of oral and literary experiments that will help to identify these features. I plan to use the results to examine the gospels and write the article.

12/20/2005 Composition and Levels in the Sciences

Philosophers and scientists are once again interested in the 'metaphysics of science.' In particular, debate has once again focused on the nature of both compositional relations and 'levels' in the sciences. Over the last several years I have published a number of journal papers clarifying the different views of the compositional relations between properties in the sciences, or so-called 'realization' relations. Using an ASD grant, I propose to further extend my views to provide a fully general view of scientific composition and a view of 'levels' in the sciences based upon it. I already have a rough version of such a

framework which I have presented in various venues (Belgium, North Carolina, University of Cincinnati). However, these issues involve intimate knowledge of empirical work in the sciences and recent work on mechanisms in the philosophy of science. I therefore propose to use the ASD grant to visit three collaborators who are experts on the relevant material. My final goal is to use their interactions to construct a full-blown position about composition and 'levels' in the sciences articulated in a series of refereed journal articles.

12/20/2005 Wavelet Analysis and Combinatorics

With several off-campus collaborations, I plan to finish several papers in wavelet analysis, which is a way to analyze and approximate data (useful in signal and image processing), and in combinatorics, which is a branch of mathematics derived from probability that has a multitude of applications in fields such as computer networking and logistics. I also plan to finish, with a collaborator, a draft of a wavelets textbook based on my teaching notes. Lastly, I would like to meet with my co-authors on the final revision of a textbook on CAGD (computer-aided

geometric design) that we are currently writing. CAGD, as the name suggests, is used extensively in graphics and engineering. My research results will be presented at two international conferences in France and China and at several universities in the U.S. While these trips are beneficial to and necessary for my professional development, the costs involved are a great financial burden. Thus, the ASD grant would be of great help in defraying at least part of the costs.

12/20/2005 Organic contaminants in rivers: development of techniques to measure particulate and sediment partitioning

Recent analytical advances allow the detection and quantification of extremely low levels of pollutants, including pesticide and pharmaceutical residues, in surface waters. The ubiquity of these compounds in rivers has only been demonstrated in the last five years, and important questions now center on their persistence, bioavailability

and toxicity. My lab group at IWU has developed the capability to analyze several pollutant compounds in water, but we have not yet developed methods for analysis in particulate or sediment phases. These other phases are important because compounds associated with particles or sediment may have a different degree of bioavailability.

This project proposes the development of methods for detection of compounds in the particulate and sediment phases, and initial characterization of the partitioning behavior of these compounds in local streams. This work

is appropriate for presentation at national meetings, and I intend to submit results to a major peer-reviewed water science journal.

12/20/2005 Functional Morphology of Developmental States of the South Atlantic and Southern Oceans

In the frigid waters (+2 to -1.8 °C) surrounding Antarctica developmental stages (called larvae) of a number of invertebrate groups are members of the plankton (those organisms that live in the water column). Owing the difficulties in working in an environment that is regularly or continuously covered by ice, knowledge of the biology and morphological adaptations of these larvae is fragmentary. The few data that exist, however, suggest that there may be differences in both construction and function between

polar larvae and equivalent forms from warmer habitats. The project described in this proposal represents the first systematic study of the functional morphology of polar invertebrate larvae and will allow, through a comparative evaluation with larvae from temperate and tropical areas, the discovery of adaptations to living in such an extreme environment. The results of this work will be disseminated to the scientific community through meeting presentations and journal articles.

12/20/2005 Comorbid Mental Illnesses of Older Adult Gamblers

This project will investigate the prevalence of comorbid mental illnesses among older adults who gamble frequently and may experience problem or pathological gambling. It is hypothesized that older adults may be at-risk for developing problem gambling behaviors due to an increased popularity of gambling opportunities, video gaming terminals, lottery tickets, group trips to casinos and bingo games. In addition, comorbid mental illnesses such as alcoholism, depression and dementia could

make older adults more vulnerable to problems associated with gambling and, therefore need to be assessed in this population. A profile of the at-risk older adult will be determined from the data which will be essential for early detection and treatment efforts. Study findings will be used to strengthen an externally funded proposal. The end product of this study will be one manuscript submitted to an interdisciplinary journal.

12/20/2005 Two Houses

I plan to travel to Taipei, Taiwan and assist with the creation of the fights for their production of *Romeo and Juliet*. Being invited by this theatre is an honor and a privilege. My presence will help to demonstrate the role of women in the art of western style stage combat, which is something these actors will have had very little, if any, exposure. I will also act as co-creator of the violence under the direction of Paul Dennhardt, a certified fight director and teacher with the Society of American Fight Directors (SAFD). Additional duties will include the teaching of the techniques to the company and coaching the actors in the acting of the fights. I will also teach master classes in movement for the actor to the students at the Taipei National University of the Arts. This project will assist my

professional development as well. As part of my journey to becoming a certified teacher of stage combat with the SAFD, each applicant must demonstrate (among other things) active work in the profession.

This large-scale production will feature a team of designers and guest artists from various theatre communities. Dr. Daniel Yang has produced his own Chinese translation of the work and will fill the role of director for the production. The play will be produced first on the University Stage of the National Taipei University of the Arts, the leading institution in Taiwan for training theatre professionals. The production will then move to the Municipal Stage, a major theatre venue in the city of Taipei.

12/20/2005 Computer-Based Priming Experiments on Family Relationships and Compassion

The proposed project is designed to assess whether activation of children's thoughts and feelings about social relationships affects subsequent prosocial behavior. Participating children will have one of the following relationships activated or primed at the beginning of the experiment: Parent-child relationship, sibling relationship, or a neutral

relationship. Next, children will view photos and hear vignettes describing potential classmates who vary with regard to physical attractiveness (high, low) and disability status (no disability, physical disability, intellectual disability). The children's willingness to befriend, interact with, and assist these potential peers will be assessed. If

results show, as hypothesized, that priming of family relationships increases prosocial behavior, this experiment will provide a valuable downward extension of findings regarding prosocial behavior in young adults. Results

from the project will be communicated to the psychology community through a conference presentation and a manuscript submitted to a professional journal.

12/20/2005 Determinants of Inflation in the Dominican Republic

The project *Determinants of Inflation in the Dominican Republic* will study the behavior of inflation and improve the accuracy of its prediction. As a visiting scholar to the Economic Research Unit of the Central Bank of the Dominican Republic, I will build several unique macroeconomic data sets which will be the basis for my analysis. This project will accomplish two things: (1) study how globalization has impacted the behavior of endemic

inflation and (2) analyze how international oil prices and exchange rates influence inflation, as well as each other. A better understanding of inflation and its determinants will improve the management of monetary policy and so contribute to the reduction of the general cost of living. The results of my research will be reported in two manuscripts, to be published in the *Journal of Development Economics and Applied Economic Letters*.

12/20/2005 Women's Magic in Late Colonial Brazil

I propose to initiate research on women's uses of magic in eighteenth- and nineteenth-century Brazil, using resources in Illinois and other American libraries together with materials uncovered during my summer 2005 archival work in Brazil. I plan to explore the trajectory of women's alternative spiritual and magical practices beyond their first confrontations with the Portuguese Inquisition in the 1580s, to follow the development of love magic, healing spells, and curses through the early 1800s. I

will utilize my preliminary research on magical practices and theories of magic, and completely reconfigure my previous understandings of Brazilian magic alongside my recent writings on married women, workers, and nuns in the colonial period. The result will be the ending chapter for my book manuscript, *Amazons and Others*, and will complete my study of Brazilian women as they attempted and ultimately failed to cohere to the early modern Portuguese ideal of subservient Christian women.

12/20/2005 Research for completing the manuscript: *Writing in/on the Front Lines of Exile ...*

This book studies to what extent authors of the Maghreb (Algeria, Morocco, Tunisia), living in exile, influence the political climates and socio-cultural discourses of their homelands. In my work, I analyze the novels of some of the most prominent contemporary exiled writers of the Maghreb. These men and women write politically engaged narratives which challenge the socio-political and cultural climates of their homelands. Authors, playwrights, and journalists whose work is the subject of analysis in my study include Salim Bachi (Algeria), Alec Toumi Baylee (Algeria), Tahar Ben Jelloun (Morocco), Ali Bourequat (Morocco), Gisèle Halimi (Tunisia), Leïla Marouane (Algeria), Albert Memmi (Tunisia),

Abdelwahab Meddeb (Tunisia), and Malika Mokeddem (Algeria), among others. These writers contribute to a new literary consciousness that has been formed outside of the Maghreb, opening up new political discourses that encourage the historical revision of colonial and postcolonial eras. I maintain that the themes, narrative styles, and socio-political and cultural dialogues found in their works are the direct result of exile. A principal objective of my work is to determine to what extent authors of the Maghreb d'expression française have forced postcolonial regimes to acknowledge egregious infractions of human rights.

12/20/2005 Interest Rate Risk Property/Casualty Insurers

The purpose of this study is (1) to measure interest rate risk (IRR) of the U.S. property/casualty (P/C) insurers and (2) to examine a systematic relationship between the measured IRR and the insurer's firm characteristics. The IRR of the insurers stylized in this study is more complete than what extant studies have measured in several aspects. This study is expected to yield an important advance in understanding the insurers' IRR taking behavior. Once IRR is measured for each insurer, the measured IRR is

regressed on various firm characteristics to explore a systematic relationship between the measured IRR and the insurers' firm characteristics. This investigation is particularly appealing to me and readers since the results will be tested to scrutinize the predictions of the managerial discretion hypothesis (Mayers & Smith, 1988) and the wealth transfer hypothesis (Cummins & Sommer, 1996), which have been well recognized in explaining the insurers' risk, other than IRR, taking behaviors. The

findings of this study are also of interest to insurance regulators and individual investors, and the end product

of the study is to be published in a refereed journal.

12/20/2005 The Scene Designer's Art: A Retrospective Exhibit

I will present a retrospective exhibit of scene designs at the McLean County Arts Center in August 2006. My design record since 1990, 76 academic and 27 professional designs, ensures a rich oeuvre to draw from. As a designer, showing work in a gallery is unusual-even daunting. Scenery is integral to theatrical performances,

but is experienced from afar. In a gallery every nuance of surface is available for close scrutiny. Within the context of the greater exhibit, I want to create new objects that draw from my experience as a designer and showcase my skills as a visual artist.

12/20/2005 A New Paradigm to Study the Neuropsychology of Social Rejection

The objective of this ASD proposal is to replicate and expand an existing social rejection study by Eisenberger et al. using different procedure. Specifically, we propose to use a simulated Internet chat room in which the subject initially engages in a conversation with others and then is ignored afterwards. In addition, we propose to use EEG (electroencephalography) instead of fMRI (functional magnetic resonance imaging) procedures to measure the psychological impact of social rejection. While both

fMRI and EEG techniques allow a researcher to examine brain activity by measuring magnetic/electrical activity of neurons as they fire, the EEG technique is more cost efficient and allows greater subject mobility. As the preliminary step, the goal of our study involves developing and pilot testing an experimental paradigm that utilizes a simulated chat room experience and EEG assessment of neuropsychological functioning. We intend to publish the results of this study in a peer-refereed journal.

4/27/2006 The Influence of Hope on the Relationship Between Racial Discrimination and Depressive Symptoms

The goals of this study are to examine the association between racial discrimination and depressive symptoms in African American college students and whether hope influences this association. It is hypothesized that the level of hope endorsed by students will affect how they experience discrimination and perhaps buffer negative outcomes. It is important to examine these relationships since research has confirmed that experiencing racial discrimination can have negative psychological

consequences at a time when African American students are transitioning to young adulthood and striving to meet the demands of college life. This project will further the work begun in conjunction with an honors thesis student, who will be a co-author on the paper, and will culminate in a journal article submission to a peer-reviewed journal of the *American Psychological Association*, *Journal of Counseling Psychology* or the *Journal of Black Psychology*.

4/27/2006 Mixed Race Marriage in Rome: The Evidence of Inscriptions

Mixed marriages and mixed-race offspring have been the subject of scholarly debate since the nineteenth century. In the field of Roman history this subject has been treated as proof of the racial decline of Rome and a concomitant embrace of politically and morally dubious political systems. Recently, the subject has been treated as proof of the contrary. Mixed marriages produced a society that resembles, at least in embryo, our own. In short, Rome

was a multicultural state that embraced and erased difference. For both points of view, scholars have marshaled lists of inscriptions that detail the mixed-race origins of the dedicator and his or her spouse. This project probes the assumption that Rome was so inclusive a society by reevaluating these lists of inscriptions and reading them against the rather scathing literary and legal discourse of "promiscuous mixing."

4/27/2006 From arbitrista to asientos: Politics and Economics in Quevedo's *El buscón*

On his journey from Alcalá to Segovia, the main character of Quevedo's *El buscón* (1626), Pablos, interacts with a variety of traveling companions. In his exchanges with them, Pablos, like the reader of the novel, is exposed to pressing social, political and economic issues for both

Spain and Europe. Rightly cited as both comic relief and "opportunities" for Quevedo to perform his linguistic wonders, these travelers also represent varying aspects of seventeenth-century Spanish society, much as Pablos himself does. The paper I will write and present at the M/

MLA in Chicago next fall, *From arbitrista to asientos: Politics and Economics in Quevedo's El buscón*, examines the political and economic significance of two of these lively travelers—the arbitrista (a sort of political consultant)

and the investor—and their meaningful relationship with the main character, the author, and finally, the reader.

4/27/2006 The Main Determinants of Changes in Poison Pill Structure

One of the most powerful antitakeover devices adopted by a majority of public domestic companies is the shareholder rights plan, also known as poison pill. Despite their widespread acceptance, poison pills have been subject to permanent litigation challenges. Both their adoption and the manner of their subsequent use have been highly debated. Court decisions, shareholder proposals, and independent director initiatives have led to a series of evolutionary changes on the poison pill structure. The purpose of this study is to advance our understanding of

the use and effect of poison pills in response to changes in firm's circumstances and the surrounding environment. The analysis of market reaction at the announcement of poison pill amendments and the identification of the main determinants of these amendments will provide support to the "middle-of-the-road" policy towards poison pills. One such policy, proposed by Bebchuck, Coates, and Subramaniam (2002), and Danielson and Karpoff (2005) allows boards to adopt poison pills while leaving open the possibility of structural amendments.

4/27/2006 Medication Regimen Complexity: A Factor in Successful Self-Management of Medications by Community-Dwelling Older Adults?

The population of Americans over the age of 65 is growing at an alarming rate. Most elderly persons live in community settings, have multiple chronic health conditions and independently manage complex drug therapies. Problems with medications and medication management are well documented and include disease complications, reduced drug benefits, and hospitalizations and re-hospitalizations. Previous studies conducted by the investigator have led to information, as perceived by older adults,

which may aid in predicting successful self-management of medications. The purpose of this study is to explore medication regimen complexity as a factor and predictor of success in the medication self-management process. The end product of this research will be submission of a manuscript to a refereed journal, *Research in Nursing and Health*, and an abstract to the State of the Science Congress of Sigma Theta Tau, International and the Gerontological Society of America's Annual Conference.

4/27/2006 *Midwestern Death Poems*

Midwestern Death Poems is both the title of my grant proposal and my proposal's main goal: a fictional essay featuring and discussing poems written by (invented) Midwesterners on the verge of death. Inspired by the book *Japanese Death Poems* (Yoel Hoffman, ed. Boston, Tuttle Publishing, 1986), a collection of poems written by Zen monks and haiku poets on the verge of death, and by various literary hoaxes and editorial fictions, and yet using its fiction as a mirror held up to reality, *Midwestern*

Death Poems will investigate and reveal the generally obfuscated, if not consciously obfuscatory, "American way of dying" by looking closely at what is so often avoided in progress-oriented America: the truth of death. Additionally, this project will suggest the potential existence of a strange, submerged, little-known critical spirituality existing in the hearts of Americans living in the heart of America.

11/6/2006 Buddhism and Social Competence in Thai Adolescents

In many cultures, being competent also involves embracing religious beliefs and carrying out expected religious practices. I expect this to be the case in Thailand, a country within which Thai culture is integrally associated with Buddhism. Two aspects of Buddhism will be assessed; spiritual beliefs, and the practice of religious behavior (e.g., meditation, attendance at rituals, praying). Social competence as studied here includes emotional regulation, friendship/popularity, conflict management, prosocial behavior, and refraining from problem

behavior. Participants will be 200 8th-grade adolescents in Bangkok. Adolescents, classmates, and teachers will provide information about social competence, and comparison of data from different sources will allow us to isolate and address problems of report biases. This study will complement my current research efforts to understand the relation between involvement in Islam and social competence in Indonesia, and may help us understand the relation between religious involvement and youth development.

11/6/2006 The Thorndikes and East Germany's 70mm Film Experiment

The focus of my project is the first ever analysis of the political and cultural reasons for the development of a 70mm film industry in East Germany, the third country after the United States and the Soviet Union to adopt this technology. The information gathered on a research trip to Berlin will enable me to write an article on the key role that directors Annalie and Andrew Thorndike played in this process and on their two resultant films, *DEFA 70*

and *Du bist min. Ein deutsches Tagebuch* (*You are mine. A German diary*, 1969). Both directors showed early interest in the technology of 70mm film as a way for the medium to survive the growing competition from (Western) television and to remain visually interesting to the viewer. I will write up my findings over the summer and submit them for publication by summer's end under the title *The Thorndikes and East Germany's 70mm Film Experiment*.

11/6/2006 The Roots of Reduction and Fruits of Emergence

During Spring 2007, I am taking an unpaid leave from teaching in order to complete a monograph entitled *The Roots of Reduction and Fruits of Emergence*. The book will be built from two series of my published papers and will be the completion of a seven year research project on the topics of 'reduction' and 'emergence'. In contrast to Positivistic philosophy of science, the book uses a novel methodological approach to such issues by looking at them

through the lens of the 'metaphysics of science': the examination of abstract ontological issues as they arise within the sciences. The results of my work include new views of the deeper nature of both reductionism and emergentism, as well as a sharpened theoretical understanding of their empirical import. (The grant will also fund trips to three international centers of excellence in my areas, in the UK and Europe, in order to get critical feedback on my work).

11/6/2006 Who is that larva? The use of molecular biology to identify field-collected larvae of sea stars

The focus of the research project presented in this proposal is two-fold. First, this research project will allow me to learn the technical skills of molecular biology. With this knowledge I will be able to significantly expand my own research program and mentor undergraduate students through research projects that involve molecular biology techniques. Secondly, I will apply these tools to identify the genus species of sea star (starfish) larvae that I have collected in Antarctica, the Gulf Stream (offshore Florida)

and in San Clemente Basin (offshore southern California). I have completed experiments with these larvae, but because they were collected from the field and morphological characters that allow genus species identification are lacking I am unable to offer a precise identification. This project will allow me to make those assessments and the resulting manuscripts will be significantly improved when I can unambiguously state the species that were studied.

11/6/2006 Isolation of Aux/IAA and Tir mutants in the moss *Physcomitrella patens*

My long-term research goals are to understand how the hormone auxin influences growth and development in the moss *Physcomitrella patens*. I am specifically interested in how auxin may influence two groups of different genes (Aux/IAA and TIR) to influence developmental pathways. The monies from an ASD grant will support research during my sabbatical. I will specifically use the monies to:

1. Characterize the expression of the TIR and Aux/IAA genes

2. Produce *P. patens* plants that have non-functional TIR and Aux/IAA genes.

The proposed research on the TIR and Aux/IAA genes is an essential first step to understanding how these genes influence growth and development in mosses. The subsequent characterizations and comparisons of plants with and without functional TIR and Aux/IAA genes will help me ascertain the normal function of these genes during normal growth. I expect to present this research at the International Conference on Moss Development.

1/18/2007 The Songs of Thibaud de Champagne

I am seeking an ASD grant to prepare a new critical edition, the first ever combining texts and melodies, of the songs of Thibaut IV, count of Champagne and king of Navarre, the best-known and most prolific of the lyric poets of 13th century France. The 71 songs — all surviving with melody — attributed to Thibaut were collected in

35 manuscripts between 1230 and 1325, now housed in libraries in France, Switzerland, Germany and Italy. The major codices are available for purchased in PDF format but for the lesser ones, transcription must be made in situ. The establishment of the base text, which will entail transcribing the entire oeuvre, will be followed by in-depth

analysis of Thibaut's poetics and music, accompanied by a glossary. This updated edition of Thibaut's poetry, with translations, promises to be an essential tool for

scholarship on and performance of the trouvère-king's significant body of song.

1/18/2007 20th Century Bulgarian Cello Music

For several years, since a former student gave me a Bulgarian solo cello piece, I have been interested in exploring the relatively new and very different world of Bulgarian classical cello repertoire. Unlike Western European cello music, which can be traced back at least to the seventeenth century, Bulgarian cello performance had its start in the earlier part of the twentieth century. Since Bulgaria did not have an active music publishing industry until the 1920 or 1930, very little of the genre has

been published, and even less is known by the listening public in the rest of Europe and in America. I would like to travel to Bulgaria this coming summer (2007) and find both manuscripts and printed cello music that have not been performed in the United States. The ultimate goal of this investigation will be to perform these pieces in the recital at Illinois Wesleyan University in the winter of 2008.

1/18/2007 Hindu Widow Marriage: A Translation Project

The goal of this project is to complete an annotated translation of two influential Bengali reform tracts in support of the marriage of Hindu widows. Both tracts were composed in Calcutta in 1855 by a prominent Sanskrit pandit and quickly became the focus of an intense debate among Hindus regarding concepts of religion, duty, custom and law. Because these texts rely heavily on

Sanskrit religious/legal literature and presume a context of scriptural debate, a thorough appreciation of their significance requires study of a range of rare texts from the period housed in the British Library in London. A translation of these texts will support my overall goal of exploring the public activities and intellectual strategies of Sanskrit scholars from this period.

1/18/2007 Study-abroad social networks and second language acquisition

The purpose of this study is to investigate linguistic benefits from social networks developed during a study-abroad stay. Data from this study will add to the field of study-abroad research and second language acquisition that currently presents contradictory evidence on the benefits of cross-cultural experiential learning environments. Data on linguistic accuracy will be gathered from participants who will be U.S. university students studying abroad in Spain. Findings from this study will discuss

how the different features of the learners' social networks with Spanish native speakers can be associated with language acquisition. The goal is to identify processes of forming social networks abroad and how they function as contexts for language learning. These processes will show the kinds of development in oral language acquisition that can be expected from spending time abroad and the elements that may influence this development. The end product of this project will be a book-length manuscript.

1/18/2007 Researching Childhood: Research and Inquiry in Teacher Education

Teacher research and inquiry is a powerful path for professional development and understanding the complex world of learning and teaching. In this paper I explore the ways in which I embed research and inquiry in the design and implementation of my course, *Studying Children and Adolescents in Context*. In so doing, I engage in a critique of traditional models of researching and teaching child development. I discuss and evaluate the ways in which I engage prospective teachers as both consumers

and producers of research with respect to their developing conceptions of the practice of teaching, their beliefs about children and how they learn and develop, and their understandings of particular students and the communities in which they live. In addition, I will speak to the role the course has in a teacher education curriculum that emphasizes research and inquiry across one teacher education program.

1/18/2007 Visual Language and Media for the Theatre

During my sabbatical leave I intend to explore the most recent advanced digital software and portable hardware currently available on the market for the visual artist. The

ASD grant will enable me to purchase the equipment I urgently need to begin to shift the focus of my design work-style from standard drawing and painting techniques to

those of a digital format. It will allow my work to move into an area of sophistication and performance level flexibility that I have been unable to achieve with classical drawing techniques alone. In the world of cyberspace and animatronics these techniques are commonplace and if I am to remain current in the marketplace it is time for my work to move forward to the next level. I plan to master the systems for digital drawing available to me during my six months of sabbatical release and summer break.

I intend to use the skills I acquire to create an intricate visual landscape for the premiere of a production entitled *True and False* created by the Big Picture Group Theatre Company of Chicago, of which I am a founding member. In addition to being in developmental residency at the University of Chicago this summer, *True and False* is expected to be produced at as many as four national New Play Festivals during the 2008–2009 season by the Big Picture Group Company.

1/18/2007 Inflation Dynamics in the Periphery of the European Union

The project *Inflation Dynamics in the Periphery of the European Union* will improve the understanding of the price-setting process (i.e. inflation dynamics) followed in Portugal, Spain, Italy, Greece, and Ireland. By conducting advanced econometric analysis on an extensive data set of consumer price indexes from the aforementioned countries I will identify the structural characteristics of the price-setting process followed in the geographical and economic “periphery” of the EU. This project

will achieve two things: (1) improve the understanding of inflation dynamics and (2) analyze the short-term impact of the introduction of the Euro. A better understanding of inflation and its determinants will improve the accuracy of inflation forecasts, facilitate the management of monetary policy and therefore contribute to the reduction of the general cost of living. The results of my research will be reported in a manuscript, to be published in the *Journal of International Money and Finance*.

1/18/2007 *The Other Side of the Fence*, a devised theatre project

The Other Side of the Fence is a devised theatre project in development at the School of Theatre Arts with the help of a dramaturgical research team of seven theatre students under my leadership. The goal is to create a company generated performance text inspired by Barbara Ehrenreich’s book *Nickel and Dimed*, which explores the issue of social injustice through low wage exploitation. The focal point of our theatrical exploration will be the working poor, permanently tied down in the struggle to survive in the world’s “most prosperous nation”. Through the use of conflicting theatre techniques, Non-Realistic Theatre (Dance, Circus, Vaudeville), Documentary Theatre (Piscator, Brecht), Psychological Realism and “Specialist” Theatre (theatre that employs non-actors

in the dramaturgy) we attempt to mirror social conflict through artistic-aesthetic on-stage “style collisions”, place the issue in its historical context (Circus/Vaudeville with roots in popular theatre dating back several centuries to contemporary specialist theatre), and test theatre’s ability to stimulate and provoke an audience to confront a bleak and shared reality in our existence: life alongside the disenfranchised class. The rehearsal process will use the tools and methods of cutting edge, Western experimental and ensemble theatres such as Pina Bausch’s Wuppertaler Tanztheater, Shared Experience, Rimini Protokoll, The Wooster Group, Theatre de Complicite and Irondale Ensemble Project

1/18/2007 Public Suffering and Personal Salvation in the Hellenistic and Roman Worlds

This project brings together a number of scattered inscriptions that profile the dedicator’s status as “saved” from myriad dangers, including pirate abduction, incarceration, illness, and barbarian assault. I am attempting to show that such public declarations, often found in groups of similar dedications in sanctuaries, intersect

with a larger cultural value placed on suffering as found, for example, in masterpieces of art that were likewise displayed in temples, and in Greek and Latin novels that feature heroes and heroines who face and overcome similar dangers.

1/18/2007 CIEE Faculty Development Seminar: Economic Reform, Regional Integration and Democratization in Chile and Argentina.

I am applying for an ASD Grant for summer, 2007, to enable me to attend an International Faculty Development Seminar “Economic Reform, Regional Integration, and Democratization in Chile and Argentina” offered

by the Council on International Educational Exchange (CIEE) June 5–14 in Santiago, Chile, and Buenos Aires, Argentina. Given its focus on the political, economic, and social realities of contemporary Chile and Argentina and,

especially, its focus on human rights issues, this seminar promises to be especially important for me during my sabbatical, beginning in January, 2007. My project is to write a non-fiction essay or a short story examining the implications of *The Road North (Camino al Norte)*, by

Chilean writer Isabel Allende. My response to Allende's text needs to consider the human rights abuses of the Pinochet regime as part of the context in which Allende situates her narrative. I have already been accepted to the seminar.

1/18/2007 Composition for Soprano Voice and Chamber Ensemble

I wish to compose a substantial original work of music for soprano voice and chamber ensemble (flute, clarinet, violin, cello, percussion, and piano). This work will be created specifically for the celebrated soprano Juliana Gondek, Chair of the Division of Voice Studies at the University of California at Los Angeles (UCLA), and the internationally renowned New York New Music Ensemble (NYNME). The end products will include: the

completed composition (in the form of a score); a set of parts; a premiere of the work; copies of the score and parts for distribution to additional prospective performers, which could yield benefits long after the completion of this project, including possible future commissions; and duplicate recordings of the premiere for distribution to additional prospective performers.

1/18/2007 Jacqueline Kennedy and the Classical Ideal

This ASD grant will support a week of research at the John F. Kennedy Library in Boston. My project is an article that examines the influence of neoclassical ideals on the Kennedy Administration. I focus especially on First Lady Jacqueline Kennedy's contributions to JFK's cultural program, which influenced the formation of the American cultural identity in a profound and lasting way. The First Lady imaged herself as America's Greek muse,

projecting JFK's message of simple beauty, youth, and vitality through visual metaphors drawn from neoclassical fashion, art, and architecture, especially as expressed in Old Master Italian paintings and 18th and 19th century France. With the classical allusion Jackie intended to bring the cultural and artistic elegance of old Europe to the US, and further JFK's Periclean vision of an America that was an education to the world.

1/18/2007 Applied Modal Logic

The main purpose for which I am requesting this ASD grant is to be able to participate in a workshop in Dublin, Ireland, during the European Summer School in Logic, Language, and Information. My research is concerned with the application of logic in the study of grammars for natural languages. In particular, I will be conducting research in \textit{model theoretic syntax}, a current research program in mathematical linguistics which

formalizes grammatical theories in order to assess their complexity. Its results can then be related to foundational questions in artificial intelligence and cognitive science, namely whether grammatical theories can be implemented efficiently for artificial intelligence applications, and whether they are consistent with empirical findings from the computational perspective of cognitive science.

1/18/2007 Composition for Zheng and String Quartet

Increasingly, musicians who play non-Western instruments are learning to read Western music notation and seeking new compositions for their instruments. I plan to compose a piece to be premiered by Mei Han, a leading performer on the Chinese zheng, a plucked string instrument. The ten-to-fifteen-minute composition will combine the zheng with a Western string quartet (two violins, viola and cello), sometimes exploring the sonic

differences between the Eastern and Western instruments and sometimes pulling both into a common sound-world. The work will alternate between moods of mystical spaciousness and aggressive intensity, and will combine rhythmic suppleness with much subtle variation of tone color, tuning and harmony. The premiere will take place in late 2007 or 2008, most likely in Vancouver, where Ms. Han resides.

1/18/2007 EkSarva: Adaptive Collaboration in an Ever-Changing Environment

During the 2006–2007 year, I will be collaborating with Professor Ramana Reddy from Concurrent Engineering Research Center of West Virginia University on a project called EkSarva. This project is aimed at enabling collaboration in a heterogeneous and ever-changing environment. We propose to use a set of shared ontologies with well-defined semantics to enable both business logic and computing environment context-awareness. For instance, all of a user's computing devices information will be represented using a set of well-defined and shared device ontologies including CPU, memory, network connection, display information etc. After that, the collaboration process can query any user's current computing environment information to detect any changes and thereafter to adapt to these changes. The collaboration process will be driven by a workflow engine through one phase to another.

This greater value of this project lies in the novel experiment of incorporating context-awareness into workflow framework as well as the specification of collaboration ontologies, which haven't been systematically defined in the area and will facilitate more adaptive and efficient collaboration. The end products will be peer-reviewed research papers published at journals or conferences. Potential journal/conferences may include the *International Journal of Multi-agent and Grid Systems*, IEEE International Workshops on Enabling Technologies and/or others. Part of this project will be conducted at West Virginia University. It will be a long-term collaboration and may involve Illinois Wesleyan student researchers. This project is of significant importance to me because it will be one of my major research directions in the coming years.

4/30/2007 Painting through the Lens: A Series of Paintings that Experiment with Digital Photographs as Source Material.

I plan to transform photographic images through the use of various painting techniques in a series of ten paintings. Every visual representation of an actual place provides a narrative story about an image or images frozen in time. Photographs tell a highly specific, detailed story. I propose to alter the narrative of my painting, particularly the content based on photographs. I will seek to expand the possibilities of the narratives contained in my paintings by juxtaposing recognizable images (iconic signs with a visual relation to things in the actual world)

with less recognizable images or even non-recognizable images. I propose to accomplish this by a variety of means including: softening painted edges, shifting light and dark patterns, increasing the layering of images, and disrupting the consistency of the brush stroke patterns. These experimental painting strategies should result in a more diverse range of viewer experiences and interpretations. This exploration will result in a series of paintings. The completed series of paintings will be exhibited on campus and at off campus venues.

4/30/2007 Memory and Nostalgia in Russian Émigré Childhood Reminiscences of the 20th Century

This project will allow me to complete my chapter entitled *Memory and Nostalgia in Russian Literature of the 20th Century* for my forthcoming co-edited volume Cambridge Companion to 20th Century Russian Literature. In my contribution I hope to develop parallels between the memoirs written by soviet writers and émigré writers of the same time period. In specific, my proposed research

will focus on Russian émigré writers who published their work abroad in the period from 1918–1945, and examine the ways in which these writers treated memory and nostalgia in their autobiographical recollections. The grant will support my research in archives in both Germany and Slovakia during the summer of 2007.

4/30/2007 Porphobilinogen Synthase in Invertebrate Animals

The project entitled *Porphobilinogen Synthase in Invertebrate Animals* is designed to test the current models for evolutionary relationships among invertebrate groups of animals. Heme is an organic compound that is extremely important for the normal processes that cells use to extract energy from their food. The synthesis of heme requires the enzyme porphobilinogen synthase. Surprisingly, one invertebrate animal (a nematode) has been demonstrated to lack the enzyme porphobilinogen

synthase. The goal of the proposed project is to determine the presence or absence of porphobilinogen synthase among various groups of invertebrate animals. By comparing the pattern of presence of the enzyme, we can either confirm or contest proposed evolutionary relationships among animals. The targeted product is to publish this work in a peer-reviewed journal such as *Evolution and Development*.

4/30/2007 Heavy Metal Contamination in Grey Wolf Kidneys

In mammals, high levels of the heavy metals, such as mercury, lead, and cadmium, may cause neurotoxic effects. Despite their low natural abundance, emerging evidence indicates that industrial release of these metals followed by atmospheric transport can lead to their enhanced presence even in locations considered pristine, such as the Arctic. This work investigates the concentration of metals in the kidneys of Arctic and boreal grey wolves. Wolves are of particular interest because they

represent the top carnivore of the terrestrial food chain, and therefore the bioaccumulation of metals in wolf kidneys may be an indication of broader contamination within the Arctic system. A remarkably large number of samples (~150) are already available at IWU, thanks to a collaborating project investigating pesticide residues in wolves. Data on metal levels in wolves is notably scarce in the literature, so this project should lead to significant interest and rapid publication.

4/30/2007 Co-Morbid Mental Illnesses among Older Adult Gamblers

This study investigates comorbid mental illnesses among older adult gamblers compared to a demographically similar group without psychiatric pathology. A total of one hundred adults' age 55 years or older will participate in the study. Fifty older adults with pathological gambling and comorbid mental illnesses have participated to date. This next phase of the study will obtain data from a demographically similar group of 50 older adults without mental illnesses to determine the presence and extent of

problem gambling behaviors and perceived health. Older adults may be at risk for developing problem gambling behaviors due to an increased popularity of group trips to casinos and bingo games. Additionally, mental illnesses like depression and dementia could make older adults more vulnerable to problems associated with gambling and therefore need to be assessed in this population. The outcome of this study will be a data-based manuscript submitted to a peer-reviewed journal.

4/30/2007 Spring Sonatas Recording

During my professional career, I have been researching and performing different periods of Violin Sonatas. With all this experience in my past, I would like to focus on a recording representing a specific historical transition in musical genre. During my sabbatical leave 2007–2008, I will be traveling throughout the United States and Europe to commence recording. My compilation, entitled *Spring Sonata*, will include 3 Sonatas for Piano and Violin, which

will show the progression of Sonatas for Piano and Violin to Sonatas for Violin and Piano. While the costs will be fairly expensive, at this stage in my career it is important to document my work in order to use it for teaching, recruitment, and to benefit the School of Music at IWU. This project will give me the opportunity to perform throughout the United States and Europe as well as provide an up-to-date recording to potential students.

4/30/2007 Risk, Rights and Regulation: The Politics of Agricultural Biotechnology

This project analyses political conflicts over the regulation of agricultural biotechnology (genetically modified crops—GMOs) in South Africa. South Africa is the first African country to development GMOs commercially, and its regulatory regime is expected to provide a model for other African countries. As elsewhere, however, this development has generated intense conflicts in South Africa over the uncertain impacts of the technology on food safety, biodiversity, and farmers' livelihoods. These

conflicts involve efforts by the technology's proponents and its opponents to influence the ways in which risk assessment and risk management are defined and built into regulatory policy. As such they are conflicts over power in the governance of technology. By drawing on documentary sources and interviews with key actors in these battles, this project assesses this power, who holds it, how it works, and how it is likely to shape South Africa's agricultural development trajectory.

4/30/2007 Feeding Between the Lines: the Social Significance of Food in Early Modern Spanish Literature

The monograph that this ASD grant supports, *Feeding Between the Lines: the Social Significance of Food in Early Modern Spanish Literature*, investigates the representations of food consumption and etiquette in the literature of early modern Spain. It evaluates how food informs and intersects with social constructs of identity. Using novels

and plays, the study focuses on food in specific settings: in the home, on the road, in sickness and health, and in celebrations. Through poetry, it analyzes rhetorical figures and metaphors used to explore social values of heroism, love, and beauty. Contemporary culinary manuals serve to historicize and contextualize food references in the

literary texts. This project provides insight into the values with which individuals and communities define

themselves and reveals signs of an unfolding social and culinary history in early modern Spain.

4/30/2007 Intuition and Expertise in Nursing

The purpose of this grant is to establish tools for studying intuition in the field of nursing. In this project, I will evaluate the reliability and validity of existing measures of intuition in a new sample and examine differences in intuition use among nurses of varying levels of expertise. In addition, I will develop a new behavioral task in a simulated environment using simulation software at the Illinois Wesleyan University Nursing Intervention

Laboratory. This task will be used for future empirical research in which I will study the accuracy of intuitions among nurses at various levels of experience using a simulated patient in a realistic but controlled laboratory setting. This work will contribute to basic research on intuition in the field of cognitive psychology as well as inform the nursing community about the value and limits of intuition in decision making.

4/30/2007 A Meta-Analytic Investigation of the Impact of Relational Variables on Physical Health Outcomes

In the proposed project, *A Meta-Analytic Investigation of the Impact of Relational Variables on Physical Health Outcomes*, I seek to investigate whether being in a relationship fosters better health outcomes. Some studies suggest social support has a positive influence on health; other studies claim the link is negligible. However, a meta-analysis of this literature has not been done recently. I believe that instead of asking whether there is a link between relationships and health, we should ask “for whom and when

is there a link?” As such, I will examine four classes of moderators: participant, study, relationship, and health-related characteristics. This meta-analysis would offer a more definitive investigation of the process by which relationships improve or hinder health. During the summer, I will compile and code all relevant articles, and then I would like to complete analyses and publication during the next academic year.

4/30/2007 Consumer Response to Cause-Related Marketing Campaigns by Ben & Jerry's and The Gap

Cause-related marketing (CRM) features an alliance between a for-profit corporation and a not-for-profit organization working to fight a social problem. In 2006, these alliances were expected to produce \$1.34 billion in donations to the not-for-profit organizations through consumer purchases of products sold by the corporate partner in the alliance. Past research suggests that a positive consumer response to a CRM campaign depends on consumer acceptance of the alliance in the campaign. However, these findings were based on alliances between

a fictitious corporation and an unnamed charitable partner. This project, *Consumer Response to Cause-Related Marketing Campaigns by Ben & Jerry's and The Gap* is designed to test the findings of past research on two ongoing, existing CRM campaigns. The findings should offer real-world validation of previous findings. A manuscript based on the findings of this project will be submitted to the 2008 American Marketing Association Winter Educator's Conference.

9/24/2007 Putting it All Together: 3 Glass Portraits — 3 Glassworking Techniques

Using three glass working techniques, I will complete three technically complex freestanding sculptures. These sculptures will contain cast glass ‘pate de verre’ bas-reliefs depicting abstracted portraits. Each casting will be mounted in a freestanding wooden and metal frame. Enhancing the cast translucent core, fused glass cover sheets will be mounted front and back, completed using

a technique called ‘painting with light’. Finally, three-dimensional hot worked sculptural glass adornments will be incorporated into the compositions. The project will give me the opportunity to develop expertise in the hot glass sculpting method known as ‘flame working.’

12/17/2007 Social Development and Adjustment of Urban Chinese Adolescents

The vast changes that have recently occurred in China have had an enormous impact on youth, but surprisingly little research has focused on understanding either normative development or these historical changes. With

the collaboration and extensive financial support of researchers at Shanghai Normal University, the development of 900 sixth, eighth, and tenth grade urban adolescents will be explored. By comparing the results of the

present study with data obtained from a similar study conducted 20 years ago, we will also assess historical changes in adolescence. We will primarily focus on three areas; parent/adolescent relationships, peer relationships, and adjustment problems including depression and delinquency. We will use a multi-method and multi-agent

research strategy, obtaining information from adolescents, classmates, teachers, and parents. This grant will fund research travel to Shanghai, making it possible to participate in this collaboration that will yield a comprehensive understanding of urban Chinese adolescents.

12/17/2007 Spanish Gender Agreement in the Study-Abroad and At-Home Contexts

The purpose of this study is to investigate linguistic benefits of the study-abroad context. Data from this study will add to the field of study-abroad research and second language acquisition that currently presents contradictory evidence on the benefits of cross-cultural experiential learning environments. Data on linguistic accuracy comes from US university students studying abroad (experimental group) and US students studying in the US (control group). Findings from this study will show if gains in a specific grammar feature (gender agreement)

of the learners' developing language can be expected during time abroad. The goal is to fill the gap in research by investigating the developmental changes in gender agreement with English learners of Spanish in the study-abroad context. The data will show the kinds of development in language acquisition that can be expected from spending time abroad and the factors that may influence this development. The end product of this project will be an article-length manuscript.

12/17/2007 Analysis of Two-Sample Accelerated Hazards Model with Censored Observations

In medical research, data on the time to the occurrence of a particular event, such as the death of a patient, are frequently encountered. Such data are referred to as time-to-event data. My research is focused on statistical analysis of the time-to-event data, also referred to as lifetime, survival time, or failure time data. A common feature of the time-to-event data is that the data points are possibly censored. For example, the event of interest may not have happened to all patients. This is the case when the observation period is cut off before the event occurs. In such a case the data is said to be censored. There are other ways in which data can be censored. Some patients might have left the study early—they are lost to follow up. Thus, the only information we have about some patients is that they were still alive at the last follow-up. Sometimes a competing event can censor the data. For example, a patient undergoing cancer therapy might die from a road accident. In this case it would be incorrect to treat the time-to-death as survival time. In the medical field, one is often interested in comparing two groups of

patients—such as one group undergoing a conventional cancer treatment and the other being treated with a new experimental drug. In order to determine the efficacy of the new drug, it is important to analyze the censored data. However, when the data is censored (as in the case of the cancer patient who dies from a road accident), traditional statistical methods cannot be directly applied to analyze the data. It is not possible to tell how much longer this patient might have survived but for the accident. Special statistical methods are necessary to handle such data. The goal of my proposed research is to develop some new estimation methods for the analysis of such censored data. I will especially investigate statistical procedures that are computationally useful and simple. In order to see the effectiveness of the methods prior to application to real-world data, extensive experimental simulations, based on the theoretical results, will be performed with the aid of computers. Finally, the proposed methods will be applied to real clinical data.

12/17/2007 Academic Rank and Faculty Salary Compression in Illinois

The project *Academic Rank and Faculty Salary Compression in Illinois* will provide a unique perspective on the distribution of faculty salaries at the largest five public universities in Illinois. By computing a decomposable inequality measure on individual faculty salaries at each academic institution over a period of ten years I will document the increase, or decrease, of salary inequalities across and within academic ranks. This project will

achieve two things: (1) provide a factual basis for the discussion of matters of compensation inequality across ranks and (2) document the dispersion, or compression, of salaries within ranks. A better understanding of the changing stratification of academic salaries will be useful to faculty and administrators in their compensation bargaining. The results of my research will be reported in a manuscript, to be published in the journal *Academe*.

12/17/2007 "Good and Dark" or "Rapid Micro-and Nano-Manipulation"

One of my recent papers (with Mike MacDonald and Kishan Dholakia of the Univ. of St Andrews) first demonstrated a new technology using optical forces alone for non-invasively sorting suspensions and emulsions at the microscopic scale. This attracted a great deal of attention, including that of researchers at Princeton, who are offering to share with us some new technology that they have developed, which would allow much faster reconfiguration of the optical forces that we use for

micromanipulation. At their invitation, we sent one of our IWU undergraduates, Dave Longawa, to Princeton this past summer, to learn their methods. With the support of these new collaborators, we propose to construct a novel, reconfigurable lens for "Rapid Micro- and Nano-Manipulation." I plan to extend this to create a new technology for high-resolution optical microscopy, capable of studying molecules in detail, one at a time. We expect to publish new results before next summer.

12/17/2007 *The Influence of Self-efficacy on Neuroelectric and Behavioral Indices of Action Monitoring in Young Adults*

In the proposed project, *The Influence of Self-efficacy on Neuroelectric and Behavioral Indices of Action Monitoring in Young Adults*, I seek to examine the association between self-efficacy and neuroelectric and behavioral indices of action monitoring in a healthy young adults. No research exists detailing the relationship between self-efficacy in young adults and action monitoring, a cognitive process related to evaluating the quality of one's interactions with the environment and, when necessary, signaling for compensatory adjustments in cognitive processing

to improve behavior. It is important to examine this relationship because self-efficacy is a psychosocial factor that can be modified through experience as well as social persuasion, so it may prove to be an important factor to target with interventions focused on improving cognitive processing and one's ability to guide actions in accord with internal intentions. The end product of this project will be a peer-reviewed journal manuscript in cognitive neuroscience.

12/17/2007 Composition for Multiple Flutes and Chamber Ensemble

Alejandro Escuer is a Mexico City-based flautist who is also artistic director of Onix, Mexico's foremost contemporary-music ensemble. Mr. Escuer plays all sizes of instruments in the orchestral flute family, from the small, high-pitched piccolo to the deep and very rare contrabass flute. I will compose a piece of music that will feature Mr. Escuer on five different sizes of flutes, accompanied by the

rest of the Onix ensemble. As he progressively moves to higher- and higher-pitched flutes, the music will gradually become quicker, denser and louder, building steadily in energy until the climactic ending. The premiere of this composition will take place in Mexico, most likely during the 2009 – 10 season.

12/17/2007 Detection of genes expressed during skeletal development in characiform fishes

My research interests involve determining how variation in animal form is achieved through the process of development. I have selected a closely-related but morphologically distinct set of fishes known as characiform fishes as my model organisms. Currently, my research students and I have focused on defining the variation between developing fish skeletons using histological techniques. We intend to expand this research to determine how genes are being expressed in relation to the variation observed.

Such investigations will provide valuable insight as to how changes in gene expression ultimately affect final organismal morphology. Analysis of the expression of genes within the developing organism relies upon a technique known as in-situ hybridization. This proposal is intended to provide the means by which we can optimize and utilize this technique to determine the developmental expression patterns for a select set of genes known to be involved in skeletal development.

12/17/2007 From Adaptive Collaboration to Pattern-Oriented Collaboration

I have been collaborating with Professor Ramana Reddy from the Concurrent Engineering Research Center of West Virginia University on computer supported cooperative work (CSCW) research for the past three years. Our current project is called EkSarva, which is aimed at

enabling adaptive collaboration in a heterogeneous and ever-changing computing environment. We propose to use a set of shared ontologies with well-defined semantics to enable both business logic and computing environment context-awareness. After that, the collaboration process

will be able to detect and thereafter adapt to the changes of collaboration environments. The process will be driven by a workflow engine. This greater value of this project lies in the novel experiment of incorporating context-awareness into workflow framework as well as the specifications of many collaboration ontologies, which haven't been systematically defined in the area.

Starting from this year, in addition to enhance our EkSarva project, we will explore collaboration research from another new perspective: pattern-oriented collaboration. We believe collaboration patterns, which capture many essential collaboration requirements and generic reusable structures, will play a critical role in making

collaboration more effective. The collaboration patterns we are interested in include communication, group and task patterns etc. The significance of this pattern-oriented direction lies in that fact that it will provide both theoretical background and practical reusable patterns to collaboration research.

The end products of our research will be peer-reviewed papers published in journals or at conferences. This research will be a long-term collaboration between us and may involve Illinois Wesleyan student researchers. This project is of significant importance to me because it will be one of my major research directions in the coming years.

4/11/2008 Investigating the Meaning of Diversity

The goal of this project is to investigate the definitions that White students report for diversity and understand what role they believe Whites should play in diversity. Definitions of diversity and role will be analyzed for common themes. It is hypothesized that 1) the majority of students will define "diversity" using the term "race," and

2) students who have taken courses related to diversity or who hail from a hometown that is racially diverse will be more likely to report that Whites have a role in diversity. This project will culminate in a journal article submission to the *APA / Journal of Diversity in Higher Education*.

4/11/2008 The Development of Novel Therapeutics for the Treatment of Sickle Cell Disease

Sickle-Cell disease is an inherited blood disorder that causes red blood cells to form into rigid "sickle-like" shapes. These sickled cells block blood flow through the capillaries leading to severe pain as well as tissue and organ damage. Despite the fact that Sickle-Cell disease was one of the first disorders to be understood at the molecular level, no effective treatment exists. At the heart of this disease is a mutation that causes hemoglobin,

the oxygen carrier protein in red blood cells, to form long fibers that misform the cell. Molecules that could interfere with fiber formation would be useful chemical therapeutics for the treatment of this disease. A screen of 160,000 unique molecules will be used in order to identify compounds with anti-sickling properties. The results of this work will be presented at the American Chemical Society National Meeting in August of 2009.

4/11/2008 Hebrew Prophets in Modernity: Correlations and Counter-histories in Heschel and Cohen

The focus of my project is to write an essay juxtaposing the respective philosophies of religion of Abraham Joshua Heschel and Hermann Cohen. A comparison of Heschel with Cohen, the ostensible 'father' of modern Jewish thought, highlights the significance of Heschel's philosophy for modern Jewish thought and clarifies many misconceptions plaguing the reception of his work. Since the Hebrew Prophets are of central significance for the work of both thinkers, I focus on the respective roles of

these figures in both Cohen's and Heschel's philosophies of Judaism. My goal is to situate Heschel's thought in the larger context of Jewish thought and thereby demonstrate its continued relevance for philosophy of religion. I will write *Hebrew Prophets in Modernity: Correlations and Counter-histories in Heschel and Cohen*, this summer and submit it to the *Journal of Jewish Thought and Philosophy* in the fall.

4/11/2008 The Swahili Art of Life: A Visual Ethnography from the Kenya Coast (CD Rom Production Project)

The Swahili Art of Life: A Visual Ethnography from the Kenya Coast is a book-length manuscript to be accompanied by a CD ROM, under contract with Indiana University Press. While on sabbatical leave this fall, I completed the manuscript, and now turn to the production of the accompanying CD ROM, a project I will work on this

summer. The design structure of the CD ROM will be divided thematically into visual essays that correspond to the book's chapters. The CD ROM will feature excerpts of filmed interviews with Swahili cultural experts and artists, demonstrations by craftsmen and women at work, music and dance performances, ritual ceremonies and

festivals that I visually documented between 1993 and 2003. The CD ROM format will also allow me to provide a comprehensive overview of the methodology I have

designed in order to collect the ethnographic material presented in the work.

4/11/2008 Uptake of dissolved organic material by “nonfeeding” larvae of the sea star *Echinaster Spinulosus*

Many marine invertebrate species produce developmental forms (called larvae) that are functionally incapable of capturing and ingesting particulate foods. These “nonfeeding” larvae are derived from relatively large eggs and are thought to use yolk as their sole source of nutrition. An inability to capture particles, however, does not preclude an animal from feeding. In the world’s oceans, there is more dissolved organic material (DOM) than particulate organic material and most of the DOM exists as relatively

large molecules (i.e., proteins). Some nonfeeding larvae can take up smaller DOM (e.g., amino acids) across their outer cell layers (Jaekle, 1994). However, abundant large DOM may also serve as a source of nutrition for larvae that lack a digestive system. The focus of this project is to test whether nonfeeding larvae of the sea star *Echinaster spinulosus* can feed by taking up large DOM in the form of proteins and complex sugars from seawater.

4/11/2008 Asymmetric Organic Synthesis Using Bismuth Compounds

All objects, including molecules, have a mirror image. When the mirror image is identical to the object, the object is said to be symmetric. For such objects, the mirror image and the original are superimposable and indistinguishable. For example, a tennis ball and its mirror image would be indistinguishable. In contrast, the left hand, which is the mirror image of the right hand, is not superimposable on the right hand. Such an object is said to be asymmetric or chiral, i.e. lacking in symmetry. Similarly, molecules can be symmetric (achiral) or asymmetric (chiral). The vast majority of life saving drugs in the market is asymmetric or chiral, and hence can exist in two spatial orientations, called enantiomers. It is important to note that only one enantiomer is the biologically active form while the other (the mirror image) is inactive or can even be toxic. Recognizing this important

fact, the FDA (Food and Drug Administration, USA) passed a law in 1992 that requires all drugs to be sold only in the form that is biologically active. In order to do so, it is important to have easy access to both enantiomers of the drug molecule. The synthesis of one of the two possible orientations is called asymmetric synthesis. The goal of this project is to develop environmentally friendly asymmetric synthesis using bismuth compounds. Bismuth is a metal and compounds derived from bismuth are attractive for use as catalysts because they are remarkably non-toxic, non-corrosive and inexpensive. I expect this research to lead to at least one publication in a major peer-reviewed journal such as *The Journal of Organic Chemistry*. I also expect these results to form the basis of an external grant from The American Chemical Society.

4/11/2008 How Transnational Movements Matter: Assessing the Impact of Anti Genetic Engineering Activism on Agricultural Technology Development in Africa.

This project examines the role of social activists opposed to the commercial development and deployment of transgenic crops (GMOs) in shaping the trajectory of agricultural technology to prevent the movement of GMOs into the continent. But this does not mean that proponents of agricultural biotechnology have won the day. Much of the flow of transgenics is unauthorized and uncontrolled, and most agricultural research and development in Africa has

turned away from transgenic technology. The future of agricultural technology development thus looks much more open today than it did five years ago. We argue that this outcome is in large part due to the efforts of social activists. Consequently, we call for a new theoretical approach to the evaluation of social movements’ impact on public policy. The end produce of the project will be a book chapter and a journal article.

4/11/2008 *Morisco Approaches to Islamic Precepts of Wine Consumption*

Morisco Approaches to Islamic Precepts of Wine Consumption examines how Moriscos-Muslims who converted to Christianity under duress and lived in Spain between 1502–1611 adapted to changing political pressures

through the food and drink they consumed, specifically through their relationship to wine. The paper establishes the complex reality of Muslims and wine consumption before their forced conversion to Christianity and reveals

how Moriscos in communities throughout Spain cultivated grapes and produced, consumed and sold wine. This article will provide insight into the values with which Morisco communities throughout Spain defined themselves and will uncover signs of an unfolding social and culinary history in early modern Spain. In June I will

share this work with colleagues at the IV International Conversos and Moriscos Studies Conference that takes place in Segovia, Spain, June 3–5, 2008. It will then be published with Brill Academic Press in the *Converso and Morisco Studies* series.

4/11/2008 *Ubi Sunt? A New Play*

I am applying for an ASD Grant for summer, 2008, to support work on a play I am writing, tentatively titled *Ubi Sunt?* about the phenomenon of “disappearance” in and around Latin America over approximately the past thirty years. The grant would support my work during the summer, enabling me to complete the play, and it would

facilitate my travel to Santiago, Chile, for a special exhibit on artists’ responses to “the disappeared.” While this project draws on my considerable expertise in the field of drama and in Latin American Literature, it is an exciting new arena in which my intellectual and creative energies can play out.

4/11/2008 *Attention Development in Infancy*

The purpose of this grant is to provide financial support for a trip to Oregon to conduct research on attention development in children. During my post-doctoral training I conducted a longitudinal study that tracked the development of attention in children from 6 months of age to 18 months of age. This research was highly successful and, to date, has produced two empirical publications in peer-reviewed journals and several conference presentations.

In the summer of 2008 I will return to Oregon to conduct a final assessment of the same children at four years of age. This assessment will examine aspects of attention development and parenting quality. Once this assessment is complete I will be able to examine how genetic and environmental factors contribute to both stability and change in attention development throughout infancy and early childhood.

4/11/2008 *Firm Risk, Efficiency and Insurance Price: Impact of Diversification*

The title of the project is *Firm Risk, Efficiency and Insurance Price: The Impact of Diversification*. In theory, diversification enables firm to reduce the amount of capital that the firm should hold to support unexpected large losses. Insurers that efficiently manage frictional costs through diversification will have a competitive advantage in pricing. There is no empirical study about the impact that diversification will have on the insurance price differences. This is the first study that examines whether diversified insurers charge lower prices than

focused insurers in the U.S. property-liability insurance industry. In addition, the project examines whether insurance price reflects cost efficiency, and firm default risk. This study will provide insurance regulators and practitioners with important implications that insurance prices should incorporate firm default risk, cost efficiency and diversification benefits. The end product of the project is to present it at the Annual Meeting of American Risk and Insurance Association and to submit it to the *Journal of Risk and Insurance*.

4/11/2008 *Border Crossing Vacations: Indigenous Political Theater*

In 2006, Hñahñu members utilized their government territory, Parque Eco-Alberto, to create a tourist adventure centered on the border crossing experience. This nighttime excursion invites participants to join a midnight departure, led by tribal members playing the part of “coyotes.” The Hñahñu hosts, most of whom have crossed the border before, go so far as to enact the role of border patrol agents, by running through the surrounding thick brush with flashlights, shouting and, occasionally, firing blanks from their guns. A fieldwork study of this

event, to be presented at the 2008 American Anthropological Association meetings, addresses key questions about the politics of culture, class, and power, particularly in contexts of debates about transnational migration: If the prevailing narrative of this performance is directed at middle class Mexicans, what then do Hñahñu hope to communicate? Similarly, how do middle-class tourists “read” this staged experience? What are the stakes for the Mexican government? Does the government, or do the Hñahñu people, seek to impact U.S. sentiment?

4/11/2008 Negative Capability and Its Discontents

With my grant, I will write a critical essay called *Negative Capability and Its Discontents*. This essay will be an investigation into the problematic use of an increasingly popular critical catchphrase that praises a poem for its *Negative Capability*. It will make clear the history of this phrase (including its invention by John Keats), provide an overview of significant (and often incompatible) critical interpretations of the phrase, and examine and critique

the phrase's current use as an overly-simple method for endorsing problematic poetry. I will publish this essay in a journal of contemporary poetry, and I plan to use the essay as the basis for a chapter in *A Middle Way: Traversing the Middle Space of Recent Contemporary American Poetry and Poetics*, the book I will write during my 2008–2009 sabbatical leave.

4/11/2008 Digital Publication of Letters Received by John Wesley Powell

This grant will support the production of a digital version of a collection of letters written to John Wesley Powell between 1869 and 1879. Powell taught science at Illinois Wesleyan University from 1866 to 1868 and led the first expedition through the Grand Canyon in 1869. Prominent scientists, government agents, journal editors, Congressmen, and public officials are among Powell's correspondents. The original handwritten letters, now housed at the National Archives, were microfilmed in 1949. Ames Library owns the 10-reel microfilm set, which

will be scanned into digital files that are viewable from a computer with Internet connection. I will create the data structure necessary for Web access and digital preservation. I will hire students to transcribe the letters and key them into fully searchable text files. In addition, I will research and develop accompanying material to provide historical and biographical context. This project will provide students, scholars and the general public with free access to an important historical collection through Illinois Wesleyan University's website.

10/1/2008 Scanning Electrochemical Microscopic Imaging of Model Neurons

Cellular damage due to oxidation (a reaction of cellular components with oxygen) has been observed in neurodegenerative diseases such as Parkinson's disease and Alzheimer's disease. Scanning Electrochemical Microscopy (SECM) is a technique well suited to study the effects of oxidative damage on cells such as neurons. The ultramicroelectrode of the SECM can focally generate the molecules that cause cellular oxidative damage and then

the electrode can be used to measure how the neurons are communicating with neighboring cells. I am proposing to use SECM as a new method to investigate the chemical signaling processes that occur between model nerve cells, looking particularly at the effects of oxidative stress and its relationship to neurodegenerative diseases. I expect to publish a manuscript based on this work in the journal *Analytical Chemistry*.

10/1/2008 Chlorophyll Biosynthesis: Cyclase Enzyme Analysis

Chlorophyll is one of the most abundant biologically created molecules on the planet, yet there are a number of questions that remain regarding the process that cells use to create this important molecule. The goal of this project is to gain a greater understanding for how photosynthetic organisms make chlorophyll, focusing on one particular step, the cyclase enzyme. This step is important due to the link it has with plant nutritional requirements for iron, and the importance of photosynthesis to the planet as a

source of food. The project will be performed at Illinois Wesleyan and in Copenhagen, Denmark in collaboration with Dr. Mats Hansson of the Carlsberg Laboratories. The work in Denmark will take advantage of research facilities and instrumentation not available at Illinois Wesleyan University. Ultimately, the collaborative work will lead to a publication that advances our understanding of chlorophyll biosynthesis.

10/1/2008 Hearing with the Eye: John Goodricke's Astronomical Education

John Goodricke (1764–1786), of York, England, was an astronomical prodigy by any definition. Although profoundly deaf from the age of five, he was awarded the Copley Medal, the highest honor of the Royal Society of London, at the age of 19. He observed and made the first quantitative analyses of stars which are still important

today; the stars Goodricke studied have taught us about how stars evolve and about the distances to other galaxies. Although some of Goodricke's hypotheses flew in the face of prevailing wisdom and thus were not initially accepted, his most significant ideas have since been shown to be correct. His observing journals remain; they offer the

clearest picture of how this young genius thought and went about his work. I propose to research and document John Goodricke's astronomical education and development.

The end product will be an article for a history of science journal.

10/1/2008 Perception of Health and Physical Activity by Border-dwelling Mexican Women

The purpose of this project is to explore perceptions of health and physical activity held by immigrant, Spanish-speaking Mexican women dwelling near the US-Mexico border. This study is informed by two pilot studies conducted with immigrant Mexican and Central American women in Central Illinois suggesting a need for fuller understanding of specific health beliefs early in the immigration process. Findings will guide development of culturally specific health-promotion programs to increase physical activity, a self-care action known to decrease risk

for obesity and its resultant chronic conditions. With the burgeoning Hispanic immigration to the US, high rates of inactivity of Hispanic women that increase with age, and double to triple incidence of obesity and Type 2 diabetes in Hispanics, addressing this problem is essential. The end product will be one manuscript submitted to an interdisciplinary, peer-reviewed journal. A second manuscript may be submitted, if major variations are found from the previous studies.

10/1/2008 The Fall of Rome's Holy Mountain: The Church Fathers on the Capitoline Hill

This project will investigate the fall of Rome's holy mountain, the Capitoline Hill, in late antiquity (fourth to seventh centuries CE). By reading the Fathers of the Church, such as Tertullian, Jerome, and Augustine, I will

demonstrate that their references to the Capitoline Hill effectively rezoned, as it were, the formerly lofty space as profane, and in the process, precipitated the hill's material decline and virtual oblivion in the middle ages

12/15/2008 Qualitative Theory of Functional Differential Equations with Causal Operators

The proposed research aims at developing basic constituents of the theory of functional differential equations (FDE's) with causal operators in abstract (Banach) spaces. These constituents relate to qualitative properties of solutions, such as, existence, uniqueness, approximation, continuous dependence on parameters, stability and global behavior. This theory is needed in order to provide a unified treatment of phenomena whose evolution is influenced by their past. While causal operators have attracted more attention since the 1960's, the theory of

FDE's with causal operators is still in a developmental stage. My collaborators and I already have obtained some results dealing with existence, uniqueness and approximation of solutions, but much more remains to be done. For example, results on continuous dependence with respect to parameters, stability, and global behavior of solutions, as well as approximation techniques, have yet to be developed. The proposed research aims at obtaining some of these results.

12/15/2008 East Germany's Märchenfilme: Socialist Fairy Tales of the Fifties

During the last two weeks of May and all of June 2009, I plan to travel to Berlin, Germany to research the non-Grimm fairy tale films made by the East German film studio Deutsche Filmaktiengesellschaft (DEFA) in the fifties. Although the reception of Grimms fairy tales in East Germany has received scholarly attention, no critical analysis exists of the DEFA *Märchenfilme*. This aspect is all the more curious since the DEFA *Märchenfilme* are still shown regularly on German television in the Eastern states today. My analysis will demonstrate that the study of popular film and cultural politics was

central to the process of political legitimization as well as identity formation and national self-definition in East Germany. The fantasy genre of the fairy tale and its use of allegory also granted directors greater creative license and narrative freedom. In my proposed article, I will look at the institutional discourse surrounding the fairy tale films, particularly *The Cold Heart* (1950), *The Story of Little Muck* (1953), *The Cigarette Lighter* (1959), and *The Devil from Mühlenberg* (1955). The project will result in an article that I plan to submit to a refereed journal by the fall 2009.

12/15/2008 Non-parametric Confidence Bands for Survival Functions Using Martingale Methods.

In medical studies one of the primary research interests is time from treatment until some event. The event may be human death. Data generated from the time are known as

"time-to-event data." The problem of analyzing "time-to-event data" could also arise in a number of other applied fields, such as engineering, economics, and demography.

For example, the time for a machine to break down. Such “time-to-event” is also referred to as lifetime, survival time, or failure time. A common feature of lifetime data is that they may contain what is called censored data. The lifetime of an individual is said to be censored when the end-point of interest has not been observed for that individual. For example, in a clinical trial on cancer patients, some patients may still be alive at the end of the study. In this example, the lifetime data (human death) are not completely observed, and some still-alive patients are said to be censored. Particularly, when such censoring occurs at the ending point, the censoring is called right censoring. For example, in testing treatment effects for breast cancer, if we tested five patients and only three had died from the breast cancer by the end of the test, we would have right censored data for the two patients, one who is still alive at the end of test and one who is dead from another reason like a car accident. In this proposal, statistical analysis on the lifetime data with right-censored observations is considered.

An Inference is a generalization about a population, which is made on the basis of a sample collected from the population. For example, having collected the 40 patients

from breast cancer in a hospital, we can generalize to the population of all (potential) patients with breast cancer. Attention is not confined to just the 40 patients. We call this generalization statistical inference or just inference. There are two types of inference. One is called point estimation, which is a single value serving as a “best guess” for an unknown quantity of a population. For example, the average ACT score from 40 students that can be used to make an inference on the average ACT score of all students enrolled in IWU is a point estimate. Through the interval statements, an inference of numerical properties of the population like the average ACT score of IWU can also be obtained. This is called interval estimation which is the other type of inference.

In this project, for the right censored data I propose some new interval estimation method that does not involve complicated mathematics that usual methods do. Therefore, the new method should be simple and easy to apply to real-world applications, compared to existing methods in the literature. The new inference procedures will be assessed through simulation using a computer, and applied to real-world clinical data.

12/15/2008 *Post Socialist Capitalism: The Political Economy of Reform-Era China*

In June, I will be attending a conference at UW-Madison, convened on the 20th Anniversary of the Tiananmen Massacre of 1989. Fifteen papers will be presented as an initial step in producing an edited volume as a festschrift for Professor Emeritus of Chinese History, Maurice Meisner. My contribution will be a study of China’s political economy since the reforms of 1978. Contemporary China embodies a complex set of contradictions — a Communist Party overseeing the expansion of a capitalist economy; opulent urban wealth surrounded by woeful

rural poverty; the domination of foreign capital within China even as Chinese capital flows to SE Asia and Africa. Fifteen years ago, I wrote a (still unpublished) theoretical paper suggesting a model for understanding these contradictions, entitled *Post-Socialist Capitalism*. The intervening years have not diminished the model’s explanatory utility. I seek funds to support the research necessary to update the model with contemporary data and analysis for presentation at this conference

12/15/2008 *Testing for Weak Instruments in the Analysis of Inflation Dynamics*

The project *Testing for Weak Instruments in the Analysis of Inflation Dynamics* will produce a significant contribution to the contemporary study of inflation dynamics. By designing and computing a new statistical test I will be able to check the robustness of the most recent works on the field of inflation dynamics. The test will be performed on a data set of industrial price indexes for 17 European Union countries. This project will achieve two things: (1) assert or dismiss the conventional use of certain

instrumental variables and (2) document the presence of regional patterns of inflation dynamics within a monetary union. A more accurate formulation of estimating equations on this topic will contribute to the ongoing scholarly debate and potentially offer new insights for monetary policy-makers. The results of my research will be reported in a manuscript, to be published in the journal *Applied Economics*.

12/15/2008 *Individual Differences and Neural Indices of Task Performance*

The goals of this study are to examine the relationships between self-efficacy (SE) and neuroelectric and behavioral indices of action monitoring in a healthy young adult population by manipulating levels of SE. Action monitoring is a cognitive process related to evaluating

the quality of one’s interactions with the environment and, when necessary, signaling for compensatory adjustments in cognitive processing to improve behavior. Although research exists linking SE to action monitoring processes, this linkage is correlational in nature and

does not address the possibility that SE expectations may directly influence action monitoring indices and subsequently improve one's task performance. It is important to examine this relationship because SE is a psychosocial factor that can be modified through experience as well

as social persuasion, so it may be an important factor to target with interventions focused on improving cognitive processing and one's ability to guide actions in accord with internal intentions.

12/15/2008 Composition for Harpsichord, Violin and Cello

Oryx is an Amsterdam-based musical ensemble consisting of violin, cello, and harpsichord. I will be composing a piece for them in support of their efforts to build a contemporary repertoire for their combination of instruments, which is normally associated with Baroque music. This will also be the latest chapter in my longstanding collaboration with the group's harpsichordist, Annelie

de Man. My composition will be full of nervous energy, bordering on frenetic but with a sense of delirious fun. It will also explore sounds and techniques that the harpsichord and the two string instruments have in common. Each of the instruments will be an equal musical partner, departing from their more rigid roles in Baroque music. *Oryx* will premiere my composition in 2010.

12/15/2008 Comparison of expression of the genes Pax1 and Pax9 during skeletogenesis in the red-eye tetra (*Moenkhausia sanctaefilomenae*) and the zebrafish (*Danio rerio*).

My research interests involve determining how variation in animal form is achieved through the process of development. In my research, I am currently comparing the skeletal development of a group of fishes known as characiforms to the zebrafish, a standard developmental model. We developed a molecular technique known as in-situ hybridization to detect gene expression during skeletal development. We have this far been able to examine the expression of a gene called Pax9 during the early development of the red-eye tetra. This proposal is intended to

provide a means to further investigate the expression of Pax9 throughout tetra development and to expand this investigation to the zebrafish, providing a basis for a comparison of gene expression. This will involve the adaptation of our current in-situ hybridization technique to sectioned specimens on slides. Furthermore, the analysis of a related gene, Pax1, will provide further insight into how Pax genes are involved in skeletal development.

4/6/2009 The Construction of Peptide Mimics for the Treatment of Sickle Cell Disease

Sickle cell disease is a blood disorder in which the body's normally flexible red blood cells assume a rigid "sickle-like" shape. These sickled cells are unable to pass through small capillaries and lead to tissue and organ damage. The origin of this disease is a single mutation in the protein responsible for carrying oxygen throughout the body: hemoglobin. The problem arises when the mutated hemoglobin aggregates into long fibers, distorting the shape of the cell. The discovery of molecules that can prevent this fiber formation could lead to exciting new treatments for this debilitating disorder. While we are currently

investigating multiple approaches in order to discover novel therapeutic agents, the focus of this proposal involves the use of peptidomimetics, molecules that mimic the structure and function of naturally occurring biological molecules. Our detailed understanding of the origin of this disease puts us in the unique position to design molecules capable of blocking fiber formation. The results of this work will be presented at the 2010 American Chemical Society national meeting and will be submitted for publication in the peer-reviewed journals *Chemistry & Biology* and *Tetrahedron Letters*.

4/6/2009 Starting with Hume

Starting with Hume is one of a series of books on major philosophers published by Continuum Press. We provide a discussion of Hume's major philosophical contributions that is substantive and challenging, but always accessible, to intelligent undergraduates who are being introduced to Hume for the first time. We describe the philosophical background of Hume's project by explaining the key influences on his thought and the central questions that he addressed. Hume was a major contributor to philosophical

debates that concerned not only his predecessors and contemporaries, but also actively engage philosophers today. We focus on two of them: the causation debate and the debate about the foundations of ethics. Situating these debates and their major players in their philosophical and historical contexts, *Starting with Hume* offers students an original perspective on the thought of the greatest philosopher ever to write in English.

4/6/2009 Rethinking Jewish Responses to Pluralism

In this essay I investigate the resources within the work of three major 20th century Jewish thinkers—Franz Rosenzweig, Joseph Soloveitchik, and Abraham Joshua Heschel—for addressing the challenges raised by religious pluralism. While there is, and has been for some time now, a rich discourse in Christian thought regarding the best response to the challenges posed by the plurality of religions and worldviews in the secular society, Jewish

thought has been much slower to address these questions, at least explicitly. While the thinkers I investigate in this essay primarily devote their attention to other issues (assimilation, Jewish-Christian relations, the Holocaust, the State of Israel, the civil rights movement and so on), they are always responding, if only implicitly, to the ‘problem of pluralism.’ These responses are not only sophisticated but quite wide ranging as well.

4/6/2009 Recruiting and Retaining Qualified Nurses: A Unifying Concern for the United States and Russia

The Medical Partnership Committee of the Vladimir/Canterbury Sister City Association of Bloomington, Illinois has identified attracting qualified students into nursing as a priority issue affecting the stability of Russian educational and practice settings. Recruitment and retention of qualified nurses is a significant concern in the U.S. and Russia; a shared dialogue about the problem can promote collective strategies to address the global nursing shortage. In past medical exchanges, the U.S. and Vladimir committee members collaborated

to plan, organize, and deliver information to improve the nursing educational and healthcare system in Russia. An invitation to participate in May 2009 has sanctioned by the Sister Cities and extended to Dr. Sharie Metcalfe to discuss recruitment of qualified students and to Dr. Victoria Folse to address burnout and retention of nurses. The outcome of this exchange will result in a publication about shared recruitment and retention approaches in the U.S. and Russia.

4/6/2009 Uptake of Dissolved Organic Materials by Freshwater Rotifers

Freshwater invertebrate animals are generally considered incapable of taking up dissolved organic materials (DOM) from their surrounding medium and utilizing this material as food. The amount DOM in freshwater exceeds by at least 10X the amount of organic material present as particles and represents a potentially significant source of nutrition. Freshwater rotifers are small (< 1 mm) and capture particulate foods through the activity of two circular whorls of cilia (tiny cellular “oars”). It is

possible that freshwater rotifers can feed by passing fluid (and DOM) through their digestive system and absorb the DOM. Results of a preliminary experiment indicate that freshwater rotifers (*Brachionus calyciflorus*) can remove DOM and the site of absorption is the stomach. This is the first demonstration that rotifers can take up DOM and indicates that DOM can be utilized as a nutritional resource by freshwater invertebrates.

4/6/2009 Playing the Role of Olimpia in Two Lights Theatre Company’s Production of *The Conduct of Life*.

The focus of this artistic project is the development and performance of the role of Olimpia in a production of Maria Irene Fornes’ *THE CONDUCT OF LIFE*. I have been cast in this role by the Two Lights Theatre Company. Rehearsals will be June 1–July 8, Mondays through Fridays. *CONDUCT* will run July 9–July 26, with performances on Thursday through Sunday each week for a total of twelve performances. The production is directed by IWU alum Marti Lyons. She and another IWU alum, Tim Martin, are producing the show in collaboration

with Dan Devorkin, a free-lance Chicago producer.

IWU’s Associate Professor of Theatre, Jean Kerr, will be the movement coach on this production. As this is a start-up venture for a group of IWU alums, I will not receive a salary for this acting work. Instead, I will have the opportunity to work on an extraordinary role in an important script with very talented theatre students and a wonderful theatre professor from our own university. The performances will be held at the Viaduct Theatre in Chicago.

4/6/2009 Early Modern Spanish Cookbooks: *The Curious Case of Diego Granado*

Early Modern Spanish Cookbooks: *The Curious Case of Diego Granado* analyzes three Court cookbooks and seeks to understand why two of these works met with

unheralded success while the third faded from use after only a decade. Mestre Ruperto’s *Book of Cookery* (1520) and Francisco Martínez Montañón’s *The Art of Cooking*,

Pie Making, Pastry Making and Preserving (1611) were well published and central to understanding the history of Spanish gastronomy. However, Diego Granado's *Book on the Art of Cooking* (1599), in spite of its many contributions to early modern cooking, was published only three times. This paper examines the curious case of Diego

Granado and answers the question, "why did Granado fail when Nola and Martínez Montañó succeeded?" I will formally deliver the findings of this paper at the 59th Foreign Language Conference at Furman University, October 8–10, and also hope to share my research with 15 colleagues in an NEH summer seminar (July 6–Aug 7).

4/6/2009 Development and Characterization of an Optimal Filter for Millimeter-wave Astronomy

I seek funds to develop and characterize software that will improve the discrimination between signal and noise in millimeter-wavelength (mm-wave) astronomy. This piece of image-processing software, written by me, has been used successfully on the data produced by one mm-wave astronomical camera so far. It represents an improvement over standard processing techniques used by many groups in this field. Millimeter-wave astronomy is a vigorous field concerned with the origin, evolution, and fate of

the universe. Due to the challenging nature of mm-wave observations, developing hardware and software tools for this field is an important research area. The goal of the proposed work is to further develop the algorithm and fully characterize its performance for dissemination to the millimeter-wave astronomy community. This work will result in an internal note to my collaboration as well as a journal publication.

4/6/2009 Attention Training in Childhood

Research with children and adults has found that repeated practice with computerized attention tasks that target specific cognitive processes can lead to gains in attention skills. However, the effect sizes associated with these interventions are small and while some individuals show consistent gains, other individuals show little benefit. This project examines who benefits from training by using a three-week long experimental training procedure

with a sample of five year-old children that we have been studying since they were six months-old. Intervention outcomes will be examined in relation to the quality of early parenting in combination with variations in attention-related genes. It is expected that children from lower quality parenting environments may show the most benefits from the attention training.

4/6/2009 Regulatory Capital Requirement, Portfolio Risk and Capital Determinants: Empirical Evidence from U.S. Property-Liability Insurers

The title of the project is *Regulatory Capital Requirement, Portfolio Risk, and Capital Determinants: Empirical Evidence from U.S. Property-Liability Insurers*. The regulation of banking and insurance industry has primarily focused on minimum capital requirements that require financial institutions to hold an amount of capital adequate to the amount of risk that individual firms are taking. After more than seventeen years since the adoption of the risk-based capital system and while new regulatory guidelines are about to be implemented, empirical researches have not fully answered the following questions: How do

insurers respond to capital requirements? Do insurers increase capital or do they reduce the riskiness of their portfolio when their capital falls below regulatory guidelines? How are these capital and risk adjustments interrelated? Hence, my goal is to analyze and quantify the effects of capital-based regulation on insurer's risk and capital adjustment. Analysis of how insurers have responded to the regulatory capital requirements during the past years is very crucial to establish future policies of insurer supervision.

4/22/2009 American Choral Music Seminars in Poland

I will travel to Poland on two occasions (March 28 to April 4 and May 12 to 18) to present two lectures on American choral music, choral clinics with two Polish choirs, a conducting master class on selected American choral literature, and participate on the jury of the Legnica Cantat festival and choral competition. Both trips will be taken at the invitation of Polish choral conductors: Dr. Krzysztof Szydzisz, one of the most renowned choral

conductors in Poland today, who is professor of music and Chair of the Department of Choral Voice Building at the Academy of Music in Bydgoszcz and conductor of the Chamber Choir of Adam Mickiewicz University in Poznań, and Dr. Professor Janusz Stanecki, Dean of Choral Conducting and Music Education Faculty at the Academy of Music in Bydgoszcz.

10/13/2009 Scanning Electrochemical Microscopy Imaging of Taste Cells

All living cells require the ability to communicate with their surrounding environment. In particular, mammalian nerve cells have evolved exquisite signaling mechanisms to transfer information about their environment to the brain. The goal of the proposed project is to use individual rat taste cells to study the release of signaling chemicals, known as neurotransmitters, in response to a taste signal. I propose to use a Scanning Electrochemical

Microscope (SECM) to detect neurotransmitter release from individual taste cells. Development of the SECM to detect neurotransmitter release from individual taste cells will highlight the SECM as a novel tool to further elucidate the biochemistry of the taste signaling mechanism. Results from these experiments would be published in *either Analytical Chemistry or the Journal of Physiology* in collaboration with J.E. Baur and S.D. Roper.

10/13/2009 Bills of Complaint in the Elizabethan Court of Star Chamber, 1558 – 1603

My project traces the meaning and scope of English Renaissance complaint poetry. I argue that a secular poetics of dissatisfaction arose to fill the void left when religious auricular confession was no longer an institutionalized practice, and that this mode of literary expression was itself shaped by the evolving legal discourse of complaining. The information that I will gather on a research trip to the National Archives in London will enable me to complete my chapter on the formal and

rhetorical characteristics of bills of complaint that were submitted to the Court of Star Chamber during the reign of Queen Elizabeth (1558–1603). No literary scholar has examined the relationship between the rhetoric of complaint in these legal bills and English Renaissance complaint poetry. This chapter will provide a new model of reading these materials for scholars and students of sixteenth century English literature.

10/13/2009 Rotation Periods of Jovian Trojan Asteroids

The Jovian Trojan asteroids move in orbits at the same distance from the Sun as Jupiter, and they either lead or trail the planet by 60 degrees. These asteroids appear to be made of material not found in other asteroids or in terrestrial meteorite collections (meteorites are thought to be pieces of asteroids). The Trojans are thus a different population which is as yet very sparsely studied. Studies of asteroid rotation periods have told us much about

the density and collisional history of closer asteroids; I propose to address and begin work with an established group of amateur astronomers to better study the Jovian Trojan asteroids. This team will establish the rotation characteristics of a large sample of Trojans, both large and small, to further characterize their differences from other asteroids. The end product will be a publication in a major journal such as *Icarus* or the *Minor Planet Bulletin*.

10/13/2009 Choice of Dependence Structure in the Estimation of Value at Risk

The title of the project is *Choice of Dependence Structure in the Estimation of Value at Risk*. Recently, EU financial supervisory authorities are developing new regulatory capital requirement (known as Solvency II for the insurance industry and Basel II for the banking industry) that will establish more sophisticated solvency system by fixing defective problems in the current risk-based capital system. In response to new regulatory framework, current literature has extensively proposed a copula-based approach to estimate Value at Risk. However, there is no general consensus on which copula to use, how to

select it. In particular, little attention has been focused on the validity test on the selected copula. A challenge lies in finding and developing models that can be widely applicable to real data in general. We present a new class of goodness of fit tests that can be applied to any type of application data, which may help industry practitioners and regulators use in real applications. The end product will be submitted to *Mathematical Finance* and presented at the World Risk and Insurance Economics Congress meeting.

10/13/2009 Green Synthetic Organic Chemistry Using Iron Compounds

Synthetic organic chemistry provides access to literally thousands of useful molecules including life saving drugs, differing widely in their structural complexity. Work continues to be done to develop new reagents, catalysts and reactions, which are then used in the assembly of

complex target molecules. However, most of these efforts have focused on achieving the synthetic processes in an efficient manner and not enough consideration has been given to the effects that the reagents used in chemical syntheses have on human health and the environment.

In 1990, Congress passed the Pollution Prevention Act, which introduced the concept of pollution prevention through proper waste disposal, waste treatment, source reduction and source prevention. In this regard, iron compounds are attractive and their increased use as catalysts for organic transformations should help reduce toxic waste. The goal of the proposed work is to develop

environmentally benign (green) synthetic methods using iron compounds as catalysts. The proposed work is expected to lead to at least one publication in *Tetrahedron Letters*, a well-respected international chemistry journal and also form the basis of an external grant from American Chemical Society (Petroleum Research Fund).

10/13/2009 Humor on the Holy Mountain: The Capitulum from the Empire to the Middle Ages

This project investigates the use of the Capitulum in Rome as the setting for humor. The Capitulum was, in many ways, the center of the Roman universe—a holy mountain. That a place of such sanctity could become the setting for jokes is perhaps to us unsurprising (think of all the jokes told set on our own Capitol Hill). Though unsurprising, the telling of jokes set on the Capitulum is not uncomplicated as a historical phenomenon. I will

be able to show, with particular reference to the poets Martial and Prudentius and to the prose authors Livy and Augustine, how the humor set on this auspicious location fundamentally changed from the time of the Roman emperors to the middle ages. The changes, moreover, that are evinced in the humor also reveal fundamental ways in which the Capitulum's centrality in Roman society was likewise shifting

10/13/2009 Concentrations in Commercial Real Estate Lending: New Evidence

The main goal of this project is to document the banking sector adjustments in behavior and performance triggered by one of the recent changes in risk management guidelines. In this study, I will examine the main characteristics of banks violating the Federal Reserve guidelines on commercial real estate lending issued at the end of year 2006. In addition, following the standard approach in the

banking literature, I will compare the sample of banks violating the requirements with a size-matched sample of banks with an adequate proportion of commercial real estate loans in total loan portfolio. The empirical results will contribute to the efficiency of bank regulation, one of the main branches of research in banking.

10/13/2009 Hemingway's Lone Foray into Political Reporting on the International Stage: The Lausanne Peace Conference of 1922

Nobel laureate Ernest Hemingway wrote news stories for the *Kansas City Star* and features for the *Toronto Star* as a budding author in his twenties, but few critics have paid attention to his journalism. Aside from cataloguing his published pieces or detailing autobiographical connections, there has been nothing said about the quality of

Hemingway's journalism. No one has written about the Lausanne Peace Conference of 1922, the single major political event that Hemingway covered. I will travel to Lausanne to research the Conference and Hemingway's participation, then write an article for *The Hemingway Review or Journal of Modern Literature*.

10/13/2009 Theatrical Representation and Reception of Homelessness: A Case Study of zAmya Theatre Project

This project examines the problem of homelessness by analyzing the ways in which the homeless represent themselves in public theatre performance and the ways in which these performances are received by audiences. zAmya Theatre Project in Minneapolis, MN has been creating original theatre pieces with the homeless and their housed advocates for ten years; performances are presented during a week-long tour of churches, schools, businesses, and public sites each November. zAmya is a

community-based theatre, their plays are written through workshops in homeless shelters and are performed by a combination of homeless and housed actors. I will examine the content and form of zAmya's 2009 theatre piece, contextualize it through interviews with homeless performance participants, and analyze the ways in which it is received in different contexts in an article I will prepare to submit for publication by May 2010.

10/13/2009 Japanese Byobu Screens — a Modern Take on an Ancient Craft

While replacing the traditional Asian screen-making techniques with contemporary processes, I plan to produce two separate folding byobu (translates as “protecting from the wind”) screens. Each screen will have four 12” x 48” fused glass landscape panels mounted into four laminated wooden frames attached together by a complex system of leather hinges. Traditional Japanese byobu screens are made of painted silk or paper framed in lacquered wood. The paper hinges connecting the panels

of these screens are ingeniously designed to swing in both directions. Earlier byobu designs come from ancient Korea, where large wooden screens were held together with leather two-way hinges. I am combining the delicate imagery of Japanese screen design with the more robust Korean byobu construction techniques. This series of work will be completed using modern glass fusing and woodworking techniques.

10/13/2009 Attitudes of Baccalaureate Nursing Students Toward Older Adults: Implications for Nursing Education

Chronic conditions contribute to the factors making older adults (65 and older) the largest consumers of health care resources, yet nurses are choosing intensive care nursing, pediatrics, and obstetrics over work with the elderly. This mixed (qualitative and quantitative) methods study will examine the attitudes of baccalaureate nursing students toward older adults, students’ preferred work areas, and reasons for career choices. A convenience sample of 300 students from four baccalaureate nursing programs

will complete the Tuckman-Lorge Attitude Toward Old People Questionnaire, rank 10 nursing work areas, and provide information about past experiences with older adults. Qualitative data will include reasons for choices in specific work areas, and factors that might change their opinions of working with older adults. This study will provide information to help design curricula to increase baccalaureate nursing students’ interest in working with gerontological clients.

10/13/2009 Examining the Neural Responses to Negative Cognitive and Social Feedback

The goal of this study is to compare the neural indices of negative performance feedback and social exclusion. Negative performance feedback occurs during a cognitive task and refers to the poor quality of one’s interactions with the environment, leading to compensatory adjustments in cognitive processing to improve negative outcomes. A similar process is theorized to exist in response to social exclusion, where adjustments in behavior are made to alleviate the negative consequences of being excluded. Although research suggests a linkage

between the two neural responses, no studies have explicitly examined both cognitive and social indices in the same individuals. Determining the similarities between these neural responses is of great interest to researchers trying to maximize the effective functioning of individuals in response to negative life events. If commonalities exist, then treatments and coping strategies that are useful in one domain (i.e., cognitive, social) could be explored in the other domain.

10/13/2009 Painting Series of Large-Scale Works

The ASD Grant will be used to create a painting series from prepared subjects rendered in acrylic media and a second painting series by direct observation rendered in oil media. Over years, artists strive to build an artistic practice and then work subsequently to maintain that practice output once it is brought to fruition. The grant

will fund rental of a studio space and private retreat in order to create the series. Along with a painting series made on PTR, the new ASD series will begin to form a body of painting work suitable for an exhibition, or to enter into a juried art show.

12/14/2009 Development of a novel method for measuring low pressures with high spatial precision

The measurement of non-uniform gas pressure as a function of position within a vacuum system is difficult, with the level of difficulty increasing as a function of the desired spatial resolution. Such measurements are important for characterizing parameters affecting experiments (e.g., profiling a gas jet being used as a target), or

as an experiment in their own right (e.g., fluid dynamics experiments). In this work I propose the development of a new measurement technique that will make use of multi-photon ionization to determine pressure at well defined locations within a volume of rarefied gas (i.e., a volume with an average pressure of 10–12 to 10–3 torr). The fact

that this technique will not require the use of a physical probe in the volume being investigated is an added benefit.

Results from this research will be published in the

Review of Scientific Instruments or the Journal of Measurement Science & Technology.

12/14/2009 Field Work and Herbarium Study of Macrolichens of the Great Smoky Mountains National Park

Three ASD grant activities are planned for this portion of my sabbatical leave:

- (1) Identification and documentation of fruticose and foliose lichens from reference plots in the Great Smoky Mountains National Park (GSMNP) as a component of the All Taxa Biodiversity Inventory (ATBI) of the biota of the GSMNP now underway.
- (2) Visit the Duke University Lichen Herbarium for

four days to re-examine specimens from the Great Smoky Mountains National Park in light of subsequent taxonomic revisions in several genera. Some specimens may be borrowed on loan.

- (3) Work in the lichen herbarium identifying and processing the new ATBI collections and the backlog of specimens previously collected at various North American sites with IWU student help.

12/14/2009 Exploring the Geography of *All's Well that Ends Well*: researching the play's settings in southwestern France

Traveling to southwestern France, I will research an effective historical setting for *All's Well That Ends Well*. Shakespeare begins and ends this play in Rossillion. Scholars remain divided about the best era for the play. My reading of existing research suggests connections between *All's Well's* settings, and historical conditions after the Albigenian Crusades. Imagining *All's Well* in the late 13th to early 14th century could address the script's most

problematic characters: Helena and Bertram. My field research in southwestern France will allow me to visit the play's locales and the routes between them. I will study and photograph historical sites in Toulouse, its surrounding towns, and Marseilles. Following my return to the U.S., I will use a fall sabbatical to write three documents: a director's prospectus, a conference presentation with photographic documentation, and a journal article.

12/14/2009 Two Techniques for the Characterization of Polyazamacrocycles and Their Complexes: Single Crystal X-ray Diffraction and Potentiometric Titrations

Host-guest complexes involve complementary pairs of molecules that are designed to nest one inside the other. The ongoing strategic design of macrocyclic host molecules for the recognition and encapsulation of polyoxometalate guests requires an understanding of both the acid-base properties of the macrocycle and the intermolecular forces that attract guest to host. The goals for the project are to learn the technique of X-ray diffraction (which allows for a detailed analysis of

intermolecular interactions) and to optimize a titration protocol for studying the acid-base properties of macrocyclic compounds. These methods will be applied to the study of a novel macrocyclic compound that has already been prepared in the faculty member's laboratory and to the study of additional macrocycles currently being designed and developed. The results of these studies will be submitted for publication in *Inorganic Chemistry* or *Inorganica Chimica Acta*.

12/14/2009 COMT and Attention Assessment through Eye-Tracking

My research focuses on identifying genetic and environmental contributions to attention with the goal of understanding both typical and atypical development. The current study examines a gene involved in dopamine functioning in the brain called COMT. Research has shown that variations in COMT are related to variations in attention in adults. In my research, I have used eye-tracking technology to show that variations in COMT also show strong relations to attention in young children.

This finding is consistent with the hypothesis that the importance of variations in genes like COMT may change as the brain develops. However, it is also possible that the strong association between COMT and attention in young children is due to unique properties of the eye-tracking attention assessment. The current study uses an adult sample to examine COMT in relation to attention performance as assessed through eye tracking and through traditional reaction time tasks.

12/14/2009 Translation and Interpretation of Coptic Biblical Ostraca from the University of Michigan Collection

I propose to co-author an article that will ultimately appear in the peer-reviewed journal, *The Bulletin of the American Society of Papyrologists*. The article will be the first translation and interpretation of biblical manuscripts contained in the University of Michigan collection that have previously never been translated. I will co-author the article with Terry G. Wilfong, Associate Professor of Near Eastern Studies at the University of Michigan, who specializes in Egypt in Late Antiquity.

We have successfully collaborated on a similar project that appeared in the aforementioned journal in 2005. This article would make available for the first time to scholars these 3rd to 4th century CE biblical texts. We will work on the translation together, but Terry will finalize its format and wording. I will do the majority of the interpretative work on the biblical texts (and thus a majority of the article), since this is my area of expertise.

12/14/2009 *Entelechy* for trombone and ensemble

This composition, whose title means “life force,” will be a three-movement concert work drawing strongly on the vitality, instrumental colors and rhythmic propulsion of popular music and jazz. A wide variety of sounds will be incorporated through the use of trombone mutes, auxiliary percussion instruments complementing the drum set, upright bass and piano alongside electric bass

and synthesizer keyboard, and electronic effects devices. *Entelechy* will be premiered in 2011 at the University of Wisconsin, Madison by that school’s faculty trombonist, Mark Hetzler and a trio of his colleagues. I intend to compose a sizeable portion of the piece during a residency at an artist colony during the summer of 2010.

12/14/2009 Characterization and comparison of the cranial neural crest growth patterns between the red-eye tetra (*Moenkhausia sanctaefilomenae*) and the zebrafish (*Danio rerio*) during the development of the Meckel’s and ceratohyal cartilages.

My research interests involve determining how variation in animal form is achieved through the process of development. Our current studies involve comparing the development of fishes known as tetras to the zebrafish, the standard developmental model for fishes. There are two approaches to our current research. One approach utilizes histological techniques to visualize the development of the fish skeleton. The second approach involves the characterization of gene expression within the developing skeleton. To complement our findings thus far, I

intend to utilize a third approach, which is the basis of this proposal. This third approach involves the analysis of the developing skeleton at a cellular level in order to characterize various activities, such as cell division, cell death, and production of cartilage-specific products. Through this analysis, we should be able to visualize a pattern of activity which can account for the variations seen between these divergent groups of fishes. This research is the focus for my proposed Junior Faculty Leave (for the Fall of 2010).

4/22/2010 Social Justice and Diversity Pre-Orientation Program: Leveraging Campus Diversity and Student Engagement

The primary goal of this pilot program is to assess the reduction of stigma and prejudice among white students involved in a pre-orientation program. We plan a pre-orientation program for white students interested in diversity and social justice to be served at the same time as our institution’s MALANA (Multi-racial, African American, Latino, Asian American, and Native American) student orientation. This orientation program will provide education about social justice and diversity

from an interdisciplinary social scientific perspective and provide dialogue and co-programming with the MALANA students on campus at the same time. Our goal is to provide a challenging and yet safe environment for students eager to explore their own views about diversity and social justice with the goal of reducing stigma and prejudice. The end product will be an analysis of pre and post assessments of student attitudes to assess the effectiveness of the pre-orientation.

4/22/2010 Homage to Abstractionism (1911–2011)

The approaching 100th anniversary of Schonberg and Kandinsky’s first acquaintance is an appropriate time

to reflect on the collaboration of these two great artists. As a cultural ambassador and educator, it has been a

goal of mine for over six years to increase the effectiveness of using art as an international form of communication. With this project, I hope to globally recognize this collaboration of artistry by promoting this more modern abstract style within different genres of art. In partnership with the Arnold Schonberg Center in Vienna, The Charles University in Prague, and the School for the

Performing Arts in Munich this grant will help coordinate and promote a series of multimedia concerts, including plays that feature visual art, dance, music, and theatre arts. Accomplishing this project will help me to share my lifelong interest in the arts, specifically my visions within the area of abstractionism.

10/13/2010 Rotation Periods of Small Jovian Trojan Asteroids

The Jovian Trojan asteroids move in orbits at the same distance from the Sun as Jupiter, and they either lead or trail the planet by 60 degrees. These asteroids appear to be made of material not found in other asteroids or in terrestrial meteorite collections (meteorites are thought to be pieces of asteroids). The Trojans are thus a different population which is as yet very sparsely studied. Studies of asteroid rotation periods have told us much about

the density and collisional history of closer asteroids. I propose to extend my successful observations of large Trojan asteroids (diameters 60–150 kilometers) to study smaller Trojans, which may have very different properties. I will observe 2–6 objects smaller than about 50 km in diameter. This work will be done with the Lowell Observatory 1.8-meter telescope. The results will be presented at a major conference and published in refereed journals.

10/13/2010 Copula Functions in Risk Measurement

The title of the project is *Copula Functions in Risk Measurement*. The capital requirement rules specify an appropriate amount of capital that insurers should hold to survive catastrophic events. Risk measures present meaningful amounts to hold to support the risk and capital requirement can be determined by the risk measure. Availability of monthly data will provide a better result of risk estimates, which can significantly change the way to manage risks more efficiently. Copula functions can be a useful technique to analyze dependence structure

in an insurance setting where extreme events appear to occur simultaneously. I contribute to the literature by incorporating two major categories of risks (asset side risk and liability side risk) in modeling risk measurement. This project is a practically oriented research which addresses one of the contemporary insurance industry issues. The end product will be submitted to *Journal of Risk and Insurance* or *Journal of Insurance Regulation* and presented at American Risk and Insurance Association annual meeting.

10/13/2010 Throwing the Bastards Out: A Comparison of Populist Politics in Hungary and Slovakia

This project will make a comparative investigation of the opportunity structures for and manifestations of populism in two highly similar neighboring states in post-communist Central Europe: Hungary and Slovakia. I will demonstrate that—even in countries with broadly similar reasons for a populist zeitgeist and broadly similar

targets of populist mobilization—differences in electoral rules, political history, and underlying social structure produce different manifestations of populism and help to determine whether populism will become pathological to democracy

12/15/2010 Hypothetical Bias in Choice Experiments: A Cheap Talk Approach

Since the Exxon Valdez oil spill economists have been conducting research to value environmental goods and services. The developed valuation techniques have been criticized as non-realistic due to their use of hypothetical scenarios where participants do not actually have to pay for an outcome. This research project will investigate this concern by valuing extensions to Constitution Trail located in Bloomington/Normal IL. One possible technique that has been suggested to mitigate this problem is known as “cheap talk scripts.” In a “cheap talk

script” participants are informed of the potential problem prior to participating in the valuation exercise. I will be conducting three treatments to fully examine if the values obtained from participants are unrealistic: 1) hypothetical treatment without cheap talk, 2) hypothetical treatment with cheap talk, 3) real payments (actual donation). These treatments will be conducted using IWU students, allowing for a full investigation about the concerns of hypothetical scenarios.

12/15/2010 Illinois TEA Party Members: What provokes and sustains involvement?

The goal of my project is to understand the dynamics that provoke involvement with local TEA Party chapters, and the ways in which the movement speaks to people's issues of concern in their lives and in their communities. Toward that end, I am conducting open-ended interviews with members of the Illinois TEA Party, and participating

in field research at TEA Party events around the state. The end product of this project will be at least one scholarly article that I will submit to an academic journal, *Sociological Quarterly*, and at least one conference paper, which I plan to propose for the Midwest Sociological Society's annual meeting in Minneapolis, MN in March 2012.

12/15/2010 Ana Rossetti: A Bilingual Anthology

I am applying for an ASD grant to finalize a book manuscript with the tentative title of *Ana Rossetti: A Bilingual Anthology*. The book includes a selection of 55 original poems in Spanish with English translations; a scholarly

introduction of about 30 pages, and an up to date bibliography of sources written by and about the Spanish award-winning poet.

12/15/2010 Domestic Interests, Policy-making Structures, and National Preference Formation

Given the absence of a compelling theory of national preference formation in the literature, this research project seeks to develop a national preference formation mechanism for interstate bargaining through the contextualized comparisons of a few critical cases. Keeping the shortcomings of existing parsimonious accounts (i.e., realism and liberal intergovernmentalism) in mind, I systematically examine the interplay between divergent domestic interests and different policy-making

structures in three major member states (i.e., Germany, Britain, and France) of the European Community (EC) for their national preference formation on the creation of the Economic and Monetary Union (EMU). The main objective of this research is, therefore, to make significant contributions to the literature of foreign economic policy-making in general and international negotiations in particular by developing a compelling national preference formation mechanism for interstate bargaining.

12/15/2010 Public Expenditure on Culture in the United Kingdom: New Labor's Golden Age

The project *Public Expenditure on Culture in the United Kingdom: New Labor's Golden Age* will examine how the British Labor Party funded cultural enterprises during the 13 years (1997–2010) that it stayed in power. By using empirical analysis techniques on a detailed data set I will test the following propositions: (1) Cyclical ups and downs in overall economic activity had a limited impact on public expenditure on cultural organizations at the national level; (2) The revenue generated, on their own, by libraries

and museums and galleries was likely to be "crowded out" by the public funding of their operations. A quantitative assessment of the economic phenomena embodied in these propositions will contribute to the current debate on how the budget cuts put forward by the Tory-Liberal coalition government will impact the cultural sector. The results of my research will be reported in a manuscript, to be published in the journal *Cultural Trends*.

12/15/2010 Eating Out in Early Modern Spain: Food on the Road and at School

The ASD project *Eating Out in Early Modern Spain: Food on the Road and at School*, examines what people ate when they traveled and lived outside the home in sixteenth and seventeenth-century Spain and how these meals were represented in literary texts. This work will become one chapter of my book project, *Feeding Between the Lines: Discourses of Food in Early Modern Spain* that I began during my sabbatical leave in 2007–08. The chapter treats

both food consumed at locales where people sought food and shelter when travelling and at institutions of higher education. My main goal for this ASD grant proposal is to prepare for publication chapter four of the manuscript. Additionally, my writing will provide me with a paper to present at the 11th Annual International Golden Age Conference in Poitiers, France in summer, 2011.

12/15/2010 Native Son: John Updike's Pennsylvania Interviews

With the John Updike Literary Trust prohibiting the publication of letters, the interviews that John Updike gave

to various publications become all the more important to scholars studying one of the most significant American

writers of the modern era. Given the significance of Updike's native Pennsylvania to his Pulitzer Prize-winning fiction, interviews given to in-state scholars and media take on additional significance. In *Native Son: John Updike's Pennsylvania Interviews*, I will collect and publish the interviews that Updike gave to media in

Pennsylvania, the state which figured most prominently in his fiction. Most of these interviews are in small newspapers and obscure publications, and currently unavailable to scholars. This volume will shed additional light on how much Updike's native state meant to him not just growing up, but writing fiction as an adult.

12/15/2010 *Egalitarianism in American Political Development*

This project, titled *Egalitarianism in American Political Development*, will result in an article retelling the story of the rise of American democracy during the 1830s. At the time, many Americans were committed to equality among individuals, but they also ranked groups hierarchically and discussed equality and inequality among groups. The group approach to equality encouraged policies that excluded Native Americans and denied voting rights to blacks and women. The individual approach to equality expressed the ideal of equality for

all. These two approaches, which are found in the writings of leading Democratic editor William Leggett, were used strategically by party leaders Andrew Jackson and Martin Van Buren nationally and in Illinois. By emphasizing how these two distinct conceptions of equality were shaped by institutions and interests, my paper presents a new synthesis of the rise of American democracy during this era that more accurately captures its inclusive and exclusive dimensions.

12/15/2010 *An Ongoing Examination of Neural Responses to Social Exclusion*

The goal of this study is to investigate the effects of social exclusion through the combined utilization of neural and behavioral measures. Studying the targets of exclusion has been a significant priority in the area of social psychology given the relationships exclusion has with depression, anxiety, and loneliness. The current proposal will allow for a more detailed examination of the moment-to-moment dynamics of social exclusion; uncovering new information related to how quickly one detects being the target of exclusion and variables that

may influence the detection process. The exploration of the brain's event-related response to social exclusion is valuable toward increasing the understanding of social exclusion and the impact social exclusion has on an individual's subsequent emotional and cognitive processing. With this more detailed understanding, theories of the social exclusion process could be improved and treatments aimed at ameliorating the harmful consequences of social exclusion could be enhanced.

12/15/2010 *Masculinity, sacrifice and nation in Mario Vargas Llosa's Death in the Andes*

This study addresses gender, nation and sacrifice as central elements in *Lituma en los Andes*, a novel published in 1993, three years after author Mario Vargas Llosa ran unsuccessfully for the Peruvian presidency. The novel presents a number of masculine models that are either inadequate, romanticized or brutal and sets them against a backdrop

of a Peru deep in the economic and physical violence of war against the Maoist guerrillas of Sendero Luminoso, a Peru forced to live in a superstitious and obscurantist cultural fog because of its indigenous past. But the narrow worldview of the protagonist is challenged and he ultimately reformulates ideas of nation and masculinity.

12/15/2010 *Composition for Contrabassoon and Three String Basses*

The contrabassoon, the lowest woodwind instrument, has only a small repertoire of compositions that feature it. I plan to make a contribution to this repertoire by composing a work for contrabassoon along with three string basses. It will be premiered by San Francisco Symphony contrabassoonist Stephen Braunstein and several of his colleagues, most probably on one of the Symphony's chamber-music concerts during the 2011–12 season. This composition will revel in both the deep,

powerful sounds and the eccentric higher-pitched ones which this combination of instruments is capable of producing. It will also make use of colorful contrabassoon techniques such as multiphonics (producing more than one pitch at the same time), unusual vibratos, and playing without any vibrato for a thinner sound. All instruments will be amplified with microphones for increased projection of faint sounds, added power during loud passages, and stereo effects.

4/11/2011 Amperometric Detection of Neurotransmitter Release from Taste Cells

All living cells require the ability to communicate with their environment. In particular, mammalian sensory cells have evolved exquisite signaling mechanisms to transfer information about their environment to the brain. The goal of the proposed project is to use individual mouse taste cells to study the release of signaling chemicals, known as neurotransmitters, in response to a taste signal. I propose to use a Scanning Electrochemical

Microscope (SECM) to detect neurotransmitter release from individual taste cells. Development of the SECM to detect neurotransmitter release from individual taste cells will highlight the SECM as a novel tool to further elucidate the biochemistry of the taste signaling mechanism. Results from these experiments would be published in either *Analytical Chemistry* or the *Journal of Physiology* in collaboration with J.E. Baur and S.D. Roper.

4/11/2011 THIBAUT DE CHAMPAGNE (1201 – 1253): *Reims, Jérusalem, Rome et retour*

I am seeking an ASD grant to plan, provide the texts and music for, compose program notes for, and attend a concert devoted to Thibaut de Champagne, the 13th-century lyric poet I am currently editing, who is considered the paragon of the Old French lyric tradition. The concert, entitled *THIBAUT DE CHAMPAGNE (1201 – 1253): Reims,*

Jérusalem, Rome et retour, will take place on June 23, 2011 in Reims Cathedral, and will be performed by Anne Azéma, artistic director of the Boston Camerata, and her long-time collaborator Shira Kammen of the medieval music ensemble Fortune's Wheel.

4/11/2011 Content Relativism and Creative Interpretation

I will produce a 25–30 page article in the philosophy of language that addresses the topic of content relativism: the thesis that one and the same utterance of a sentence can have different content or meaning, depending upon features of the context of interpretation: the setting at which the utterance is heard and assessed. I will consider the version of this thesis developed by Herman Cappelen (University of St Andrews/University of Oslo) and I will

argue for the superiority of an alternative version of content relativism that I am currently developing. I would use the ASD grant to support my work on this paper, and in particular to attend a workshop at Cerisy, France, where my paper proposal has been accepted and where I will have the opportunity to work with Cappelen himself, among other prominent researchers in the field.

4/11/2011 What is the extent of exchange rate flexibility in Latin America? An analysis across decades.

Exchange rate regime refers to the set of rules established by a nation to govern the value of its currency relative to foreign currencies. Classification of countries under different exchange rate regimes is done by the International Monetary Fund. IMF's advice on monetary and exchange rate issues to its members and financial assistance programs are based on its own exchange rate regime categorization. However there is often a discrepancy between the IMF classification and the true regime

a country actually follows. A disconnect between the two may render IMF assistance programs to its member nations less effective. This project empirically reviews the factual evolution of exchange rate regimes for twelve Latin American nations (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Mexico, Nicaragua, Paraguay, Peru, Uruguay and Venezuela) over the last three decades. The results are then put into perspective with that of the IMF's regime classification.

4/11/2011 *With or Against the Flow of Samsara: the Evolution of Mind in the Awakening of Faith*

Entitled *With or Against the Flow of Samsara (i.e., the cycle of rebirth in Buddhism): the Evolution of Mind in the Awakening of Faith*, this project aims to examine the Buddhist formulation of mind in its two-way evolution, leading either to delusion (i.e., with the flow of samsara) or to enlightenment (i.e., against the flow), as delineated in the 6th-century treatise named the *Awakening of Faith* and its classical interpretations. Extremely influential in

East Asian Buddhism, the treatise has received constant scholarly attention, but its formulation of mind remains largely unexplored, particularly in regard to the complex correlation between various ways of such formulation. Focused squarely on such correlation, this project is thus designed to examine the meticulous Buddhist analysis of mind as one of the most sophisticated achievements in the Buddhist intellectual tradition.

4/11/2011 Interval estimation for extreme value parameter with censored observation

As part of biostatistics research, statistical methods for lifetime data are developed, where lifetime continues until the death of a biological unit (patient, animal, cell, etc.). An example of lifetime includes the time for a patient with lung cancer to die. A common problem with lifetime data is that the data points are possibly censored. For example, it would be possible for a patient with lung cancer to die from another disease or from a road accident. The event of interest is the time from diagnosis until death from lung cancer. In the case of a road accident death the observation period is cut off before the event occurs. In such a case the data is said to be censored, and it would be incorrect

to treat the time until death as lifetime. When data are censored, conventional statistical methods cannot be directly applied. Special statistical methods are necessary to handle censored data. There are several probability distributions that are used in lifetime data analysis. Among them, the extreme value distribution is a widely accepted model. In this proposal, this model is considered in association with censored data. Statistical procedures effective for this distribution are developed. New methods developed are checked using computer simulation and applied to real-world clinical data.

4/11/2011 Successful Aging in Context: The Macroenvironment and Daily Lived Experience

Individual human development unfolds within interacting layers of context. An individual, possessing unique skills, traits, and interests, is embedded within friend and family relationships. These are then nested within communities (e.g., neighborhoods, churches) which are, in turn, influenced by broader, macro-level environmental forces, such as socioeconomic status. Studies of adult development demonstrate how personal characteristics and immediate social contexts influence health and well-being over the span of years. Newer research considers

how these long-term trends relate to elders' everyday lives. Innovative in at least two ways, the current study helps identify which aspects of the wider social context most impact elders' daily lived experience. Although one manuscript is planned, hundreds of questions could be asked of this data. Thinking about augmenting personological and societal strengths, this study investigates how communities contribute to health and well-being in later life, informing not only basic research, but local social programs and public policy.

4/11/2011 Internet Delivery Channel and Credit Union Performance

The main goal of this project is to document the impact of providing internet-banking options on the output and performance of credit unions. In this study, we examine changes in financial performance, production process, and product mix triggered by the adoption of web services by all credit unions over the 2000–2008 period. These changes may result in a different risk profile for

the credit unions adopting internet services. Using the propensity score methodology, we compare a sample of Internet-adopting credit unions with a sample of non-adopters. Our results contribute to a stream of empirical evidence advancing the notion that traditional supervision methods of the financial sector must adapt to the changing nature and scope of risk.

4/11/2011 Constructing a Carmichael Number with a billion prime factors

Carmichael numbers are the most famous of pseudoprimes—composite numbers that act like prime numbers. I plan to implement and run a computer algorithm to find a large Carmichael number. By constructing one with a billion prime factors I will

showcase both the most advanced algorithms and the current state of advanced computing resources. In addition I plan to compare different algorithms for constructing large Carmichael numbers so that future researchers will know the fastest technique.

4/11/2011 Masculine Identity Construction in Live Action Role Play

This project examines what it means to be “masculine”, to be a “hero”, and to have status within a community of middle class, White men by analyzing men's theatrical performances in live action role playing games. In live action role play, participants develop heroic characters within a set of fixed constraints and physically go out and do battle with the forces of evil within a sprawling

fictitious world. Quest Interactive Productions has been running an ongoing game campaign in Central Connecticut since 1991; the major players in this game are now in their 30s and 40s. In this game, adults (mostly men) inscribe heroic identities for themselves as “warrior: mage” or “cleric.” Each archetype embodies a set of cultural values defining “heroism” in a different way. I

will analyze the way in-game performances and out-of-game storytelling about these performances reinforces and resists dominant discourses of masculinity and

constructs alternative forms of masculine status in an essay that has been commissioned by Matt Omasta and Drew Chappell for their edited collection *Spaces of Play*.

10/18/2011 A series of Painting that Explore the Integration of Metallic Leaf with Painted Compositions

I propose to make a series of paintings that incorporate metallic leaf and other traditional techniques into large scale painted compositions. The proposed series will marry traditional East Asian techniques with contemporary materials and painting strategies. The proposed project will address solutions to current painting concerns utilizing selected methods and traditions now on the edge

of extinction. In this regard the use of metallic powder (dust) over large areas of metallic leaf and the application of moriage (raised design) may present the greatest challenges. While traditional East Asian painting (primarily 14th to 19th century) will serve as essential information to guide aspects of the project, the goal is to create a large scale painting series with unique attributes.

10/18/2011 Rotation Periods of Jovian Trojan Asteroids

The Jovian Trojan asteroids move in orbits at the same distance from the Sun as Jupiter, and they either lead or trail the planet by 60 degrees. These asteroids appear to be made of material not found in other asteroids or in terrestrial meteorite collections (meteorites are thought to be pieces of asteroids). The Trojans are thus a different population which is as yet very sparsely studied. Studies of asteroid rotation periods have told us much about

the density and collisional history of closer asteroids. I propose to extend my successful observations of large Trojan asteroids (diameters 20–150 kilometers) to study smaller Trojans, which may have very different properties. I will observe 2–6 objects smaller than about 20 km in diameter. This work will be done with the Cerro Tololo 4-meter telescope. The results will be presented at a major conference and published in refereed journals.

10/18/2011 Lobbying Activity and Internal Capital Markets of Insurer Groups

The main goal of this project is to document the relationship between managerial entrenchment and corporate political contributions by insurer groups. In this study, I test the agency hypothesis of corporate political contributions by examining the lobbying activity of insurer groups and the efficiency of funds allocation among group

members. Using the propensity score matching approach, I evaluate the difference in performance between lobbying insurance firms and similar insurance firms that do not engage in lobbying. The results will contribute to a burgeoning empirical research that investigates the nature and scope of lobbying activity by corporations.

10/18/2011 *Market Concentration and Financial Stability: Evidence from the Non-Life Insurance Industry*

The title of the project is *Market Concentration and Financial Stability: Evidence from the Non-Life Insurance Industry*. The issue of whether concentrated markets are more financially stable or less stable than less concentrated markets is important to regulators who are concerned about insurers' ability to meet their financial obligations to policyholders. This study explores the relationship between market concentration and financial stability using the monthly financial statements in the Korean non-life insurance industry over the period 2002–2009. The availability of monthly financial statements enables

regulators to identify the potential problems more quickly and presents a better result in predicting the insurer's financial soundness. This paper also shows some other important determinants in ensuring a safe and sound insurance system. By identifying the firm specific factors along with market structure that affect insurers' financial stability, the results should offer regulators and industry practitioners with important implications about where more attention should be given to improve firm's financial health. The end product will be submitted to *Risk Management and Insurance Review*.

10/18/2011 An Examination of Self-Regulatory Neural and Behavioral Activity During Affective Task Execution

The goal of this study is to investigate the effects of the affective (emotional) content of a cognitive task on one's neural and behavioral indices of self-regulatory action monitoring during task execution. Action monitoring is a cognitive process related to evaluating the quality of one's interactions with the environment and, when necessary, signaling for compensatory adjustments in cognitive processing to improve behavior. Although existing research has shown an association between affective information and action monitoring processes, this research

has neither addressed the affective information contained within the task nor the confounding influence of arousal differences among emotional stimuli. All tasks and goal-directed behaviors contain both affective and cognitive information, so it is vital to more precisely understand this relationship and determine how the affective content within a task can influence one's ability to execute the task and appropriately regulate behavior to meet desired outcomes or goals.

10/18/2011 Palimpsest, Revolution and Masculinity in Angeles Mastretta's *Arrancame la vida*

Angeles Mastretta's *Arrancame la vida* (1985) examines Mexican and masculine identity from a contemporary feminist point of view, rewriting the mythologized narratives of the Mexican Revolution and creating a palimpsest where different layers of text are visible. Her novel dialogues with *Los de abajo*, a novel published in 1914, the most violent phase of the Revolution. At first, the protagonists in both novels are idealistic and naïve in terms of the Revolution and gender roles; they go through a learning

process where they must question their ideals and beliefs; finally, they become jaded and skeptical, disillusioned by the broken revolutionary promises of a just and better Mexico. This study will look at how Mastretta's novel inserts its female protagonist in the Mexican Revolution's narratives; how female sexuality plays a role in revolutionary discourse; how gender, class and race contribute to a corruption of the revolutionary ideals; and how the articulation of masculinity in both novels differs.

1/16/2012 Chlorophyll Biosynthesis: Identification of Rice Cyclase Enzyme Components

The proposed project is focused on understanding an enzyme required for making chlorophyll in the plant rice. This enzyme, Mg-protoporphyrin IX monomethyl ester cyclase is the only chlorophyll biosynthesis enzyme where all of the protein components are unknown. The work proposed will help to identify these protein components by using traditional biochemical techniques including cell fractionation and chromatography. The understanding

of this enzyme is important to potentially improving plant productivity. The funds will be used to support travel to Copenhagen, Denmark to work at the Carlsberg Laboratory and provide funds for living expenses while in Copenhagen for the month of June. The supplies for research will be provided by my collaborator, Professor Mats Hansson. The project will ultimately lead to a publication in a peer reviewed journal.

1/16/2012 Undergraduate Research and Publishing: Attitudes and Practices

Within academic librarianship, students who choose to pursue Honors-level research with faculty mentors in addition to major coursework are an understudied population. My project aims to engage with undergraduate researchers at IWU to give insight into these students, their work and how they come to view themselves as scholars and artists. I will interview each student throughout the academic year, and students will be asked to keep a journal of their progress towards completion of their

project. I seek to understand how these highly motivated students begin their Honors project, where their ideas originate, obstacles and resolutions to their progress, how they interact with faculty mentors, and ultimately, how they choose to share the product of their Honors research. Results of my project will be submitted as an article to the journal *College & Research Libraries* and as a presentation at the upcoming Association of College and Research Libraries conference.

1/16/2012 Analyzing a Backtracking Algorithm

In the late 1990's Loh and Niebuhr created an algorithm for constructing Carmichael numbers that was much faster than any other technique for over a decade. Unfortunately, their paper did not include a theoretical analysis, so it is hard to know how the running time grows with

respect to the input size. I plan to experiment with their algorithm in order to inspire a proof of the running time. This will require improving techniques for analyzing backtracking algorithms. The end result will be a peer-reviewed publication.

1/16/2012 War Games: The Entanglement of Virtual Guns and Embodied Combat

Utilizing ethnographic interviews and content analysis of video imagery, I examine the experiences of U.S. soldiers who play video wargames during their recesses from combat duties. In highlighting the potential intersections and overlap of the narratives and aesthetics of real combat and “joystick soldiering,” questions are philosophical. First, do these video wargames convey a political or ideological discourse about geopolitics, conquest and empire that may then frame soldiers’ attitudes and motivations to engage an enemy in embodied conflict? Second, while joystick soldiering might in some ways model

real-life combat situations, the videos seem to represent rather narrow, exaggerated slices of the war experience. During a player’s mission he may be required to kill up to 40 combatants. The question, then, is how do soldiers interpret and use these games? Do they serve more of an affective purpose than a tactical one? The goal is to publish this work in an anthropological publication (eg. *American Anthropologist*). And to present it at a conference, *Contemporary Ethnography Across the Disciplines*, in Hamilton, NX, November of 2012.

1/16/2012 “Stations” for Violin and Piano

Stations will be a musical composition written for Canadian violinist Véronique Mathieu and French pianist Sophie Patey, who perform together as *Duo Thalie*. The composition, in eight to twelve short movements separated by silences, will utilize numerous resources beyond the instruments themselves: microphones, loudspeakers, electronic modification of sounds, use of the performers’ voices, percussion instruments, varying

spatial placement of the performers in the concert hall, theatrical gestures and interaction, special lighting, etc. Stations will have the sense of a ritual or theatrical performance, but one in which music, rather than words, forms the narrative. The meaning of the title is primarily the sense in which the word is used in the *Christian Stations of the Cross*: an overall dramatic narrative presented in a series of meaningful scenes.

APPENDIX K

Junior Faculty and Sabbatical Leaves

Date awarded followed by description

Junior Faculty Leaves

12/19/2002 Dramatization of Labor Struggles

The 1990s saw an epic labor war waged in our own backyard. In Decatur, Illinois, industrial giants Caterpillar, A.E. Staley, and Bridgestone/Firestone used the rationale of global competition to attempt to roll back a variety of workers' rights and benefits—rights and benefits won over decades of collective bargaining. Overwhelmingly, the companies won. What the workers lost were jobs, wages, health benefits, and workplace safety guarantees; what the working class lost was the power of unions to protect their interests. My proposal, in brief, is

to dramatize these labor struggles. Using an epic style of playwrighting, I intend to illustrate how this historically significant shift in our political economy has impacted the lives of working Americans. The project will entail both archival research into labor history and current corporate practice, and extensive interviews with those involved in the Decatur strikes. From these interviews, I hope to sculpt the personal stories that will form the foundation of the play.

12/19/2002 The Swahili Art of Life: A Visual Ethnography from the Kenya Coast

I am applying for a junior faculty leave in order to complete a draft of a book with an accompanying CD ROM entitled, *The Swahili Art of Life: A Visual Ethnography from the Kenya Coast*. This project incorporates ethnographic research I have been conducting among the Swahili over the last fifteen years. The goal of this project is to provide an anthropological analysis of the various ways in which ordinary Swahili people reproduce the aesthetic values of their society over time. To do so, the book and accompanying CD ROM will demonstrate the historical and cultural dynamics underlying Swahili expressive arts by highlighting the lives of seamstresses and ship-builders, weavers and healers, chefs and carpenters,

whose personal narratives explain the ways in which some artistic knowledge is transmitted across generations, while other knowledge is allowed to fade away. Each chapter of the book will feature excerpts of ethnographic interviews that allow each subject to tell his or her own story. The leave would allow me to select those excerpts as well as to write the narrative and anthropological analysis for each chapter. As I have already prepared a 50-page prospectus (currently under review by Indiana University press), I will use it as an outline for the manuscript, and as a guide in the selection of images and video clips for the CD ROM.

12/19/2002 *Ceratodon purpureus* cDNA library construction and the subsequent isolation of Aux/IAA genes

Long-term research goals are to understand how the plant hormone auxin influences growth and development in the moss *Ceratodon purpureus*. As part of this goal I will determine how auxin influences a specific group of genes, called Aux/IAA genes and then determine how these Aux/IAA genes contribute to and/or regulate growth and development in *C. purpureus*. If granted a Junior Faculty Leave, I specifically propose to:

- Construct a cDNA library from *C. purpureus*
- Once constructed, begin the isolation of Aux/IAA genes from the library

The construction of the library and the isolation of the Aux/IAA genes are the essential and required first steps to understanding how these auxin-related genes influence growth and development in mosses.

11/17/2003 Two Approaches to German Science Fiction in the Allied Occupational Zones

Science fiction provided authors in East Germany with the opportunity to conceal critique of the existing system behind the genre's alternate worlds and settings. This new and important thesis is the driving force of my book manuscript, which transforms the study of East German popular literature, which up to now, had been assumed to consist merely of propaganda. The primary goal of my junior leave is to finish writing one remaining chapter of my book manuscript *Science Fiction Literature and Film in East Germany: 1949–1990*. The manuscript is substantially done, but I need time to (i) finish the chapter and (ii) complete the process of editing and polishing the manuscript into a final state. Berghahn Press, a well-known name in the field of German Studies, has demonstrated interest in publishing my manuscript. The target chapter

is chapter one—*German Science Fiction in the Soviet Sector*. Some of this chapter is already written. However, it is necessary for me to travel to Germany in order to conduct research on the literary and publication policies of the Soviet Military Administration in Germany. I intend to submit the finished manuscript to Berghahn Press at the end of my junior leave. Finally, as a German scholar, my trips to Germany are prized opportunities to collect materials for other research projects. While there, I intend to collect the materials necessary for another endeavor, which draws upon the research that I have done for my book manuscript. My analysis of said materials will culminate in an article entitled *Nation, Technology and Utopia in German Science Fiction: 1946–1949*.

11/17/2003 Patterns and Process of Nutrient Distribution in Feeding Larvae of Sea Stars and Sea Urchins

The larvae, or developmental forms, of many invertebrate species must feed in order to complete their developmental program and successfully metamorphose to the juvenile form. In order for larval growth and development to occur there must be some type of circulatory system that functions to distribute nutrients from the site of absorption (the digestive system) to other cells and tissues. Feeding larvae of the phylum *Echinodermata* (e.g., sea stars) have a “larval kidney” that may provide a means for nutrient distribution (Ruppert and Balser, 1986). Although this hypothesis has not been rigorously tested, preliminary work in my laboratory suggests that the larval kidney may be the method of fluid circulation

within larvae (Jaeckle et al., 2001). The work proposed here will explicitly test this hypothesis and investigate patterns and processes of nutrient distribution from the digestive system to other larval tissues during the complete larva development of four species of echinoderm larvae. The results of this project will significantly enhance our understanding of nutrient distribution pathways and the relationship of structure and function in feeding echinoderm larvae. Data collected during this sabbatical will be used to evaluate the evolution of circulatory systems and to develop testable hypotheses about the ecological and evolutionary significance of material circulation in larvae.

11/17/2003 Extensions of Model Theoretic Syntax: An Application of Transitive Closure Logic

Model theoretic syntax, which uses logic to formalize linguistic theories (grammars), is an important new paradigm in computational linguistics. Its main use is as a tool to evaluate grammar formalisms, i.e. if linguists propose new formalisms for processing natural language, it can be used to measure the complexity of that approach. While much of the research in model theoretic syntax has been theoretical, it would be desirable to implement it computationally in order to further the study of

computational linguistics. I propose to study model theoretic syntax using a formalism known as \textit{first-order transitive closure logic}. This formalism is known to be more powerful, and thus more complex, than the formalisms currently employed by researchers. However, this increase in complexity is necessary to capture the complexity of natural language. I intend to study theoretical and applied aspects of this formalism, as well as design computer implementations based on it.

12/15/2004 Analysis and Forecasting of Core Inflation in the Dominican Republic

The project *Analysis and Forecasting of Core Inflation in the Dominican Republic* will be a study of the behavior of endemic inflation and an attempt to improve the accuracy of its prediction. Core, or endemic, inflation is the measure of the cost of living that is not affected by transitory phenomena. Traditionally, core inflation has

been defined as the consumer price index minus the prices of food and energy because these prices are inherently volatile. This project will accomplish two things: (1) develop a new statistical technique to accurately measure and forecast core inflation and (2) study how globalization has impacted the behavior of core inflation.

A better understanding of core inflation will improve the management of monetary policy and so contribute to the reduction of the general cost of living. The results of

my research will be reported in two manuscripts, to be published in *Applied Economic Letters* and the *Journal of Development Economics*.

12/15/2004 The Barbarous-Sounding Enemy: Commemorating the Defeat of Barbarians in a Recently Discovered Epigram from Late Roman Petra

This project focuses on the problems related to the discovery, decipherment, and interpretation of a poetic inscription found recently at Petra, Jordan. Dated between AD 358 and 388, this inscription is of interest because it praises a man for routing the “barbarous-sounding” enemy and saving the inhabitants of the city, the surrounding region, and indeed the province (now southern Jordan and Israel). However, this historically important inscription has received surprisingly little

notice. That is why this project will attempt to identify this “barbarous-sounding” enemy and the “war” that is commemorated by the inscription. An attractive possibility is the famous revolt of the Arab queen Mavia in 378. If this identification is correct, the inclusion of Petra in the defense of the east against Mavia’s forces increases our understanding of the conflict itself, the history of late Roman Petra, and the local characterization of Arabs according to their spoken language.

12/15/2004 Structure and Surprise: Writing Poetry

Structure and Surprise: Writing Poetry is both the title of my leave proposal and of my proposed leave’s main goal: a vital, new handbook for undergraduate poetry writing. Unlike any previous book, *Structure and Surprise* will introduce its readers to ideas, histories, and models of poetic structure, the methods for organizing a poem’s movement or development, and a poem’s narrative or argument. While there are many books that teach poetic forms or liberating poetic experiments, *Structure and*

Surprise—already underway and endorsed by the editors at Teachers and Writers Books—will be valuable for the way it will situate itself between these approaches, extending and elevating the conversation and methods of each by, like forms, teaching tradition and encouraging innovation and, like experimental procedures, keeping open vast realms of aesthetic choice for the writer, even as it offers its own, new way of conceptualizing and creating poems.

12/20/2005 Speciation of Chemical Contaminants in River Water

The bioavailability and toxicity of chemical contaminants in natural waters depends not only on the compound’s total concentration, but also on its speciation, or physico-chemical form. Interactions of a contaminant with natural components of a system may effectively sequester the contaminant, making it unavailable for biotic uptake. Fundamental data regarding the strength and reaction rate of these interactions, therefore, is critical for the construction of accurate bioavailability models. I propose to investigate speciation of two contaminants groups:

pharmaceuticals (including the hormone estradiol and the antibiotic ciprofloxacin) and copper (an important trace metal). Current knowledge of pharmaceutical speciation is limited, so I expect that the basic research on partitioning proposed here would be well-received at national meetings and peer-reviewed water science journals. Kinetic copper speciation is an area of broad active interest, and I intend to submit the results from my work to the top environmental science journals.

12/20/2005 Medication Regimen Complexity: A Factor in Successful Self-Management of Medications

The population of Americans over the age of 65 is growing at an alarming rate. Most of these elderly persons live in community settings, have multiple chronic health conditions and independently manage complex drug therapies. Problems with medications and medication management are well documented and include disease complications, reduced drug benefits, and hospitalizations and re-hospitalizations. Previous studies conducted by the investigator have led to information, as perceived by older adults,

which may aid in predicting successful self-management of medications. The purpose of this study is to explore medication regimen complexity as a factor and predictor of success in the medication self-management process. The end product of this research will be submission of a manuscript to a refereed journal, *Research in Nursing and Health*, and an abstract to the State of the Science Congress of Sigma Theta Tau, International and the Gerontological Society of America’s Annual Conference.

12/22/2006 The Experience of Discrimination and an Examination of Misattributions in Intergroup Dynamics in a College Setting

The goals of this project are twofold: 1) to examine the association between racial discrimination and depressive symptoms in African American college students and how coping strategies influences this association, and 2) to examine how perceptions of our own behavior and out-group behavior influence intergroup contact. Overall, I am interested in how, given our increasingly diverse demographics, college communities can enhance not only numerical diversity but also interactional diversity.

Given that racism is a relevant experience, investigating which coping strategies are most effective in the face of discrimination is important. It is also essential to understand how our perceptions of behavior influence willingness to interact across racial lines. For the second aim, I will be consulting with Dr. John Pryor of Illinois State University, who has an expertise in experimental design and stigma. This project will culminate in two publications in peer-reviewed journals.

12/22/2006 Towards an Afro-Latina Consciousness: Loida Maritza Perez's Geographies of Home

With the support of a Junior Faculty Leave grant, I plan to work on an article tentatively entitled *Towards an Afro-Latina Consciousness: Loida Maritza Perez's Geographies of Home*. My proposed essay examines the complex racial discourse articulated in Loida Maritza Perez's debut novel *Geographies of Home* (1999). In my essay I suggest that Perez's text complicates fixed racial categories by portraying characters struggling to reconcile their blackness

with a Dominican cultural and national heritage that has taught them to deny it. Perez proposes an alternate Afro-Dominican identity which neither denies the complex history and cultural nuances of Dominican racial constructs nor blindly adheres to the black/white racial discourse prevalent in the United States. After the article's completion, I will submit it for publication consideration to the peer-reviewed journal *Afro-Hispanic Review*.

12/22/2006 Intuition and Expertise in Practical Problem Solving

When is intuition accurate and reliable? During my junior faculty leave, I will pursue the answer to this research question via two parallel projects. First, I will publish the results of my recent research on intuition in problem solving in college life, which will help to enhance my reputation as an intuition scholar. Second, I will launch a program of research on the role of intuition and expertise in the field of nursing. This new research program will contrast expert and novice decision-making strategies

using simulation software at the Nursing Intervention Laboratory on campus. Nursing students at various levels of experience will be asked to use intuition or analysis to treat a simulated patient, SimMan, in a realistic but controlled laboratory setting. This work will contribute to basic research in cognitive psychology and inform the nursing community about the value and limits of intuition in medical decision making.

11/27/2007 For the Cause of Freedom: White Servitude and the American Revolution

Servitude was central to the settlement and development of early America. Servants were bound workers whose legal and customary position in society located them somewhere between citizens and slaves. Servants constituted a majority of European immigrants and an important segment of the colonial labor force. While some studies have been done on this social class, almost nothing is known about their lives during the revolutionary period. This is a significant and intriguing problem

because the servant--like the slave--was recognized as a model and metaphor for extreme subordination even as colonists were embracing the egalitarian principles of the age. This project will show how servants responded to the events and ideologies of the revolution and how the patriot leadership, in turn, dealt with servants during the war and the founding of our republic. My end goals are a seminar presentation and a submission to a peer-reviewed journal.

11/27/2007 Self-Awareness Cues and Sexual Behavior in Impulsive Virtual Reality Contexts

Despite vast increases in condom-related knowledge and intentions, many sexually active individuals report little condom use, even with casual partners. This discrepancy is not readily understood because researchers have been forced to use traditional, cognitively-based, retrospective

self report measures to understand dynamic, often non-deliberate sexual behavior. A new approach, immersive virtual reality (VR), could remedy this methodological problem. The proposed project, entitled *Self-Awareness Cues and Sexual Behavior in Impulsive Virtual Reality*

Contexts focuses on how self-awareness and more implicit, subconscious condom attitudes dictate sexual risk behavior in impulsive sexual contexts. The VR methods developed within this study offer important new ways of assessing and reducing sexual risk-related decisions and behavior within sexual contexts. Risky sex-related

decisions and behaviors are challenging to influence, yet crucial for reducing the spread of sexually-transmitted infections. In addition, the results would offer stronger support for previously speculative theoretical linkages between self-awareness and sexual risk.

11/27/2007 The Use of Oral Communication by Early Christian Missionaries

The goal of this project is to write one chapter (the sixth of eight chapters) in a book that examines the question of how the early Christians spread their gospel message in the first century CE. This chapter is particularly relevant and timely to the field of New Testament studies because recent developments in the study of oral culture have yet to be applied to the first Christian missionaries and their

work. I will seek to demonstrate that oral culture played a more significant role in the spread of early Christianity than has previously been recognized. This in turn will change the way scholars understand the development of early Christianity by offering a new paradigm for the dating of the gospels and a re-thinking of the modes of transmission of the gospel message.

12/5/2008 The Treatment of Sickle-Cell Disease by the Inhibition of Protein Aggregation

Sickle cell disease is a blood disorder in which the body's normally flexible red blood cells assume a rigid "sickle-like" shape. These sickled cells are unable to pass through small capillaries and lead to tissue and organ damage. The origin of this disease is a single mutation in the protein responsible for carrying oxygen throughout the body: hemoglobin. The problem arises when the mutated hemoglobin aggregates into long fibers, distorting the shape of the cell. The discovery of molecules that can prevent

this fiber formation could lead to exciting new treatments for this debilitating disorder. My research involves two complementary approaches for the development of therapeutic molecules. The first involves the design and synthesis of organic molecules that would inhibit hemoglobin aggregation through specific interactions with the protein's surface. In the second approach, a screen of 160,000 unique molecules will be performed in order to identify compounds that can inhibit fiber formation.

12/5/2008 Rethinking Jewish Responses to Pluralism: Buber, Rosenzweig, Soloveitchik and Heschel on Other Religions

I seek to write an essay, *Rethinking Jewish Responses to Pluralism: Buber, Rosenzweig, Soloveitchik and Heschel on Other Religions*, which I will submit to the prestigious *Journal of Religion*. While many of the key Jewish thinkers of the 20th century have not explicitly addressed the challenge that increased contact with religious diversity brings, this essay highlights how certain

major Jewish philosophers and theologians are, in fact, working out a broad range of responses to it. By carefully reading the responses of these thinkers to such issues as the Holocaust, the rise of the State of Israel, revelation, religious law, and other such topics, I extrapolate their attitudes towards this more general religious and philosophical problem.

12/5/2008 The Neuroelectric Indices of Action Monitoring in Response to Negative Cognitive and Social Events

The goal of this study is to compare the neural indices of action monitoring and social exclusion. Action monitoring refers to a cognitive process related to evaluating the quality of one's interactions with the environment and, when necessary, signaling for compensatory adjustments in cognitive processing to improve negative outcomes. A similar process is theorized to exist in response to social exclusion, where adjustments in behavior are made to alleviate the negative consequences of being excluded. Although research exists linking the two

neural responses, no studies have explicitly examined both cognitive and social indices in the same individuals. Determining the potential similarities between these neural responses is of great interest to researchers trying to maximize the effective functioning of individuals in response to negative life events. If commonalities exist, then treatments and coping strategies that are useful in one domain (i.e., cognitive, social) could be explored in the other domain.

12/14/2009

During my Junior Faculty Leave, I will divide my time between two projects: I will continue work on my scholarly book project on English Renaissance complaint poetry, which is titled *Grief as Medicine for Grief: Complaint Poetry in Early Modern England, 1559–1609*; and I will complete my poetry manuscript-in-progress, which is titled *Larry David on Corregidor*. During my leave, I will complete the research necessary to draft the two chapters

of my scholarly book, research that will necessarily bring me to Cambridge, Massachusetts for work at the Houghton Library at Harvard University. I will also need to spend one month at a writer's residency in Spain so that I can complete the poems in my poetry manuscript. By the time I return to Illinois Wesleyan, I will be able to submit book proposals to scholarly publishers and submit my completed poetry manuscript to poetry publishers.

12/14/2009 Executive Functions and COMT

The ability to consciously regulate thoughts, feelings, and behaviors increases rapidly in the first year of life and continues to improve throughout childhood. This pattern of development reflects the emergence of brain networks that support attention and error detection. These abilities, known as executive functions, are a key factor in the development of self-regulation and in disorders such as ADHD and autism. My research focuses on identifying genetic and environmental contributions to executive functions with the goal of understanding both typical and

atypical development. In recent years, empirical work has supported a link between the dopamine gene COMT and executive functions. However, my previous work with two year-olds suggests the possibility that COMT is related to global mental functioning, rather than specifically to executive functions. The current project tests this alternative hypothesis by examining COMT in relation to both executive functions and global measures of mental functioning in adults.

12/14/2009 Characterization and comparison of the cranial neural crest growth patterns between the red-eye tetra (*Moenkhausia sanctaefilomenae*) and the zebrafish (*Danio rerio*) during the development of the Meckel's and ceratohyal cartilages.

My research interests involve determining how variation in animal form is achieved through the process of development. Our current studies involve comparing the development of fishes known as tetras to the zebrafish, the standard developmental model for fishes. There are two approaches to our current research. One approach utilizes histological techniques to visualize the development of the fish skeleton. The second approach involves the characterization of gene expression within the developing skeleton.

To complement our findings thus far, I intend to utilize a third approach, which is the basis of this proposal. This third approach involves the analysis of the developing skeleton at a cellular level in order to characterize various activities, such as cell division, cell death, and production of cartilage-specific products. Through this analysis, we should be able to visualize a pattern of activity which can account for the variations seen between these divergent groups of fishes.

12/15/2010 Scanning Electrochemical Microscopy Imaging of Taste Cells

All living cells require the ability to communicate with their surrounding environment. In particular, mammalian nerve cells have evolved exquisite signaling mechanisms to transfer information about their environment to the brain. The goal of the proposed project is to use individual mouse taste cells to study the release of signaling chemicals, known as neurotransmitters, in response to a taste signal. I propose to use a Scanning Electrochemical Microscope (SECM) to detect

neurotransmitter release from individual taste cells. Development of the SECM to detect neurotransmitter release from individual taste cells will highlight the SECM as a novel tool to further elucidate the biochemistry of the taste signaling mechanism. Results from these experiments would be published in either *Analytical Chemistry* or *the Journal of Physiology* in collaboration with J.E. Baur and S.D. Roper.

12/15/2010

During my Junior Faculty Leave, I will devote my time to two research projects: First, I will complete my article project, entitled *Domestic Interests, Policy-making*

Structures, and National Preference Formation: The Case of the EMU Creation and submit it to a scholarly journal for review; Second, I will continue to work on the project

of *Comparative Institutionalization of Markets in Europe*, which I am coauthoring with James A. Caporaso at the University of Washington and Xun Cao at the University of Essex. By the time I get back to Illinois Wesleyan, the

first article will be under review by a scholarly journal for publication and the second article will be in good shape to be a manuscript for the scholarly journal review.

12/15/2010 Amphibians and reptiles of the Yanachaga-Chemillén National Park in central Peru

The Yanachaga-Chemillén National Park (YCNP), located in the eastern Andes of central Peru, covers 122,000 hectare between 300 and 3800 meters in elevation. The elevational gradient of the park provides diverse habitats ranging from lowland forests, Andean forests to high Andean grasslands. Flora and fauna (especially the amphibians and reptiles) are poorly explored. Two months of fieldwork are planned during the rainy season (January-March) of 2012. The goal of the project is to: (1)

record the amphibian and reptile species in the park along altitudinal gradients in different habitats; (2) collect data about the ecology of the species; (3) test amphibians for prevalence and infection intensity with the fungal disease chytridiomycosis caused by *Batrachochytrium dendrobatidis*; (4) identify the collected specimens and to describe species new to science; (5) publish a list of amphibian and reptile species occurring inside the YCNP.

12/15/2010 The Cyclical Behavior of Capital Buffers in U.S. Bank Holding Companies: How Much Money Should Banks Be Hiding Under Their Mattresses?"

Since 2008, hundreds of banks have failed in part because they issued too many risky loans. There is now a risk they will overcompensate by lending too little. Banks need help identifying how much capital they should keep in reserve (under their mattresses, as it were) so as not to stifle the economy, but to save for a rainy day, too. Keep too little and sudden withdrawals (or, worse, a "run" on a bank)

may cause a bank's failure. Keep too much in reserve and the markets for houses, student loans, and even wedding rings suffer. Because healthy banks that lend (not hoard) money are vital to our economy, my leave should make a substantial contribution to both finance scholarship and society as well. I expect the leave to result in a paper submission to the *Journal of Banking and Finance*.

12/5/2011

This project aims to provide a new English translation (along with a study) of an influential Buddhist text titled *The Awakening of Faith in Mahayana*. This text is essential to the understanding of East Asian Buddhism, in particular, and East Asian thought in general. While there are already five English translations of the text, most are quite dated, and none offers an adequate introduction of this important work as their handling of the

language, structure, concepts and problems of the text is insufficient.. This project thus seeks to make up for this inadequacy by providing a new English translation that uses more accessible language, contains a thorough annotation, examines various textual issues, and supplies an easy-to-use guide to navigate the readers through the text's structural complexity.

12/5/2011

During my junior faculty leave I have two specific goals: I intend to rehearse and perform a principal acting role at a nationally recognized professional theatre, and I intend to complete my original screenplay-in-progress titled *All of Us*. Approximately four weeks of my leave will be devoted to full-time rehearsals. This will be followed by four weeks of performances, which will require only two-to-three

hours per day. On performance days I can devote considerable time to the screenwriting process. In addition, seven-to-eight weeks of the semester will be devoted entirely to screenwriting. By the time I return to Illinois Wesleyan, I will have finished performing my acting role, and will have completed the screenplay for submission to production companies, producers, and talent agencies.

12/5/2011 Theatre of Good Intentions

During my Junior Faculty Leave, I will complete the manuscript for my book project, *Theatre of Good Intentions: Challenges and Hopes for Theatre and Social*

Change. This project builds upon several articles I have published in international, peer-reviewed journals the last two years. In these works I critique specific limitations of

different forms of theatre in projects designed to promote social change. I will require several concentrated months of focused work to conduct field research for my final case study with the Geese Theatre Company in Birmingham, UK, draft my final chapter and an "Afterward" and move the project from a series of chapter drafts to

a fully integrated, revised manuscript of the complete monograph. I have received interest in publishing this project from both Palgrave Macmillan and Intellect, and at the end of my Junior Faculty Leave I will be able to deliver them a completed manuscript to be sent out for peer review.

Sabbatical Leaves

1/21/2003 The Plays of Frances Sheridan

I will study the neglected plays of Frances Sheridan, the mother of Richard Brinsley Sheridan, to consider (1) whether they are accessible to 21st-century readers, (2) what makes them accessible or not, (3) whether they might be included in re-issued paperback anthologies of 18th century British plays, (4) what has caused neglect of Frances Sheridan's work, and (5) whether they reflect

a shift in the 18th century's play-going audience. The answers to my questions will form the basis of a conference paper and/or an article, and they may lead to proposals to publishers concerning new or revised paperback editions. My research will also inevitably influence the texts that I include in my courses, *Comedy of Manners and Restoration and 18th Century Literature*.

1/21/2003 Making Semantics Dynamic

The primary objective is to produce the foundational arguments and structure for a book, to be titled *Making Semantics Dynamic*. The topic of the book is semantic composition, the cognitive process whereby words (or concepts) combine to make complete sentences (or complete thoughts). The central thesis of the book is that two recalcitrant problems of philosophy of language arise because of a faulty static conception of semantic composition, and an adequate solution to these problems can be

achieved only if this static conception is rejected in favor of a dynamic conception of composition. Achievement of this primary objective will require achievement of several subsidiary goals: The completion, and eventual publication, of two academic papers showing that the two recalcitrant problems can be avoided if dynamic conception is adopted, and the fusing together of the arguments of these papers into a complete book proposal, and eventually a published book.

1/21/2003 Themes of Traps, Roots, Soft and Hard Places

A sabbatical during the fall semester of 2003 and spring of 2004 will provide an extended time period during which I can develop a new work. Last spring I started a new group of paintings using a different format. I would like to use this time to develop these preliminary ideas further in a slightly larger scale. While painting is not the medium I teach, the way I approach this medium has a large effect on the way I process information and in turn the way I

teach my students drawing and printmaking. I plan on returning to print work utilizing color lithographic techniques after focusing on intaglio and monoprinting for the last five years. The imagery I want to produce would be better served with lithography. This opportunity will enable me to develop new ideas and insights for teaching my advanced printmaking students.

1/21/2003 Peer Relationships and Cultural Psychology

The overriding purpose of this sabbatical will be to pursue four projects focusing on peer relationships and cultural psychology. Project one will be the completion on an edited book on peer relationships in different cultures. I will co-edit the book and write a chapter for it. Project two will be the analysis and publication of results from the study of Korean children's interaction in a cyberspace environment. In addition to publishing articles from this

project, I intend to write a grant to support my future work on this topic. Project three will be the analysis and publication of results from a study of the peer relationships and victimization of Korean children. Project four will be the submission of a grant to fund a longitudinal study of the emotional development of Indonesian children. I intend to emerge from this sabbatical with at least three articles submitted for publication, and at least one funded grant.

1/21/2003 Physicalism

Philosophers and scientists now accept the truth of ‘physicalism’: the view that everything is composed of the entities of microphysics, such as quarks and forces. Recently, Jaegwon Kim, the prominent metaphysician at Brown University, has offered two powerful arguments that physicalism leads to a form of reductionism. My recent work has had two components. In a series of negative, critical journal papers, I have clarified Kim’s arguments and argued that all extant responses to these arguments fail, including Kim’s own. However, in addition, I have also published a second, constructive

series of journal articles that articulate a novel metaphysical framework based around what I term “strong emergence”. I argue that strong emergence illuminates why Kim’s arguments are unsound and shows how physicalism may be non-reductive after all. During my sabbatical leave I propose to combine these two series of papers into a monograph. The first half of the book will illuminate the real nature of Kim’s arguments and establish the failure of recent defenses, while the second half will be an extended outline, and defense, of my novel metaphysical response to Kim.

1/21/2003

I hope that my sabbatical will result in several of the following scholarly and pedagogical research outcomes: 1) a journal article (likely in the *Journal of Chemical Education*) to summarize the results of our department’s

innovative integrated chemistry curriculum; 2) a journal article on some gas solubility work I have undertaken with two co-authors; and 3) a course outline and text selections for a possible Gateway course.

1/21/2003 Polyoxoanions as Disintegrable, Internal Scaffolds for Assembly of Molecular Cages

During the sabbatical year I will initiate a new project in my ongoing study of negatively charged transition metal oxide clusters—polyoxoanions. I propose to use polyoxoanions as temporary scaffolding in the assembly of positively charged molecular cages. Components of the cages will be pre-organized on the negatively charged surface of the polyoxoanions and riveted together through the formation of new covalent bonds. The cage will be made porous so that the base can be used to destroy the trapped polyoxoanion, leaving a largely empty

cavity capable of binding new, molecular guests. While the molecular cages produced from these reactions will be useful as sensors and sequestering agents, the greater value of this project lies in demonstrating the novel concept of disintegrable molecular scaffolds. This work will be conducted at Tufts University in the laboratory of Professor Rybak-Akimova and will be the beginning of a long-term collaboration involving Illinois Wesleyan student researchers.

1/21/2003 Transcultural Nursing with the Swahili of Kenya

The major focus of the proposed leave is development of a prospectus detailing a textbook for use in undergraduate nursing education. The concept stems from many years working with students as they learn to integrate laboratory diagnostic information into their professional practice. Although students acquire foundational knowledge regarding diagnostic data in various theoretical courses in the professional sequence, true understanding only comes with application. While there are numerous references available to students in the form of

textbooks and handbooks, none of these seems completely adequate in assisting students learning to transform this exceedingly complex information into clinical decisions. The text book to be developed is an attempt to fill that need. A secondary goal of my leave involves beginning a scholarly paper regarding health and health care practices observed in a developing African country. Data collected during my May Term 2001 and 2003 travel in Kenya will form the basis of this work.

1/21/2003 White Guys Who Prefer Not to: From Passive Resistance to Terrorist Acts.

Throughout American literary and film history since the 1840s, authors and auteurs make disenchanting white male workers central to many of their short stories, novels and films. This disenchantment is related to the increasingly organized and mundane nature of labor, the changing social relationships and the consumer culture that resulted

from the commercial and industrial transformation of the country. This project will be a book on changing cultural representations of white male workers in American literature and film. I will analyze major literary and popular culture texts in order to understand two cultural issues: the emergence, rise and changing nature of the cultural

phenomenon itself, and the historical reasons for the changing resolutions that authors and auteurs provide for their characters' situations during different historical eras. I will spend my time writing about these texts, focusing first on authors Herman Melville and Nathaniel Hawthorne and on the recent work of auteur David

Fincher and novelist Chuck Palahniuk. These first and final chapters of the book I will send with a book prospectus to potential publishers and secure a book contract. I will also send article-length versions of these chapters to relevant American studies journals for review and publication.

1/21/2003 Arbitration to Settle Disputes between Employees/Unions and their Employers

I propose to first identify which issues have been arising repeatedly in arbitration cases published and available in research university libraries. Such issues may fall somewhere in one or more of the following broad categories: absenteeism, tardiness, loafing, absence from work post, assault/fighting, abusive language, falsifying records, dishonesty, refusing overtime, negligence, etc. Other issues arising may deal with rights established under the contract for all union members and fall within one or more of the following categories: safety rules/

practices, vacation shutdowns, layoffs, accommodating disabled employees, etc.

I would expect (based on past research) to find from one dozen to four dozen published cases on each of three or more selected issues. I feel relatively confident in predicting that I will complete two or more publishable research papers prior to the end of the sabbatical and will be able to complete any unfinished work during the following summer.

11/17/2003 Connecting the Individual to the Social: A Case Study of a Filipino Family

My proposed sabbatical project would first explore the personal biographies of a Filipino family and then situate the same in the larger social and historical context of Philippine society. Fully aware that behind everyone's personal life there lies a larger social structure and a broader historical milieu that needs to be explored, I will endeavor to establish the intersection of history and biography using this family as a case study. To understand why members of this family made the choices they did,

I would need to understand the events and social conditions during particular eras in their lives. The end product will be a monograph focused on this family as they lived through different times in Philippine history: as an American territory, during and after World War II, the Marcos years and the martial law era. It will juxtapose the personal lives of these individuals amidst the calm and turmoil of these periods.

11/17/2003

During my sabbatical, I intend to establish a collaboration with researchers at Auburn University and the University of Washington in order to gain training in molecular biology and to test current ideas about the evolution of animals that are believed to be closely related to vertebrate animals (the group of animals to which humans belong). This collaboration will result in a grant application to the National Science Foundation that will fund this project, including student participation. The results of this work will be published in a peer-reviewed journal and presented at national scientific meetings. Additional goals proposed for my sabbatical include: revise and

develop courses in Biology and General Education and continue on-going research on the blood pigments in marine worms and on cloning in developmental forms of sea stars. Revisions of courses will result in updated lecture and laboratory materials and creation of image slides that will be posted on a student-accessible website. The development of new courses may result in a General Education course (Natural History of Illinois), a travel course (Marine Biology), and a seminar for Biology majors. The research on blood pigments in worms and on cloning in sea stars should produce at least one publication on each topic in a peer-reviewed journal.

11/17/2003

Most moral theorists explain morality from the perspective of an agent—someone who is deliberating about what she ought to do. What is distinctive about Hume's theory is that it explains morality from the perspective of a spectator—someone who reacts to what others do. My sabbatical project puts this view into its historical

and philosophical perspective, spells out the details of the spectator approach, and examines its implications. My project has two parts. First, I plan to write a series of three papers on Hume's account of the will, deliberation and action, topics largely ignored in the Hume scholarship. I will argue that Hume approaches these topics

from the point of view of a spectator and that this leads to serious distortions. While I intend these to be free-standing articles, they will be central chapters in my book on Hume's moral philosophy. Second, I will complete *Hume Against Moral Rationalism*, an article I have been

11/17/2003

To complete and submit to a publisher my monograph, *The Original Gospel of Thomas: A History of the Gospel of Thomas and Its Community*, with commentary and new English translation). This monograph will provide a complete analysis of the origin and meaning of the first-century Christian text, the Gospel of Thomas, as

11/17/2003 A Textbook for Writing Fiction

In conjunction with my Post-tenure Review plans for professional development established last year, my sabbatical project will be to continue developing and writing a handbook or guide of about 150 pages on how to write fiction. The project, based on over twenty years of teaching experience, hopes to offer very practical approaches to and practices in writing fiction. While texts on the subject of writing fiction are frequently traditional academic treatments of fictional elements, almost

11/17/2003

The proposed sabbatical is for development in teaching and scholarship. Immersive virtual environment technology (IVET) is a method of placing individuals in virtual worlds using computers. I will use a portion of my sabbatical time to develop IVET for hands-on learning in the classroom. I will spend three months at the Research Center for the Study of Virtual Environments and Behavior for advanced IVET training. I will develop four simulations for use in my general and social psychology

11/17/2003

I intend to accomplish two goals during my sabbatical. My primary goal will be to develop a new course to address foundations of bilingual education and methods for teaching English as a Second Language (E.S.L.). Given that the number of students in our local public schools for whom English is a second language continues to increase, the need for teachers with both knowledge and experience in this area is critically important. I will submit an

11/17/2003

I began a statistics textbook on my last sabbatical, and have been working on it during summers over the last six years. The text covers statistical methods commonly used

commissioned to write for Blackwell's *A Companion to Hume*. I will also complete two works in progress, *The Scottish Sophist and Humean Animals*, and submit them to scholarly journals. Material from these will also be incorporated into my book on Hume.

it developed through various oral and literary compositional "stages," from the earliest apocalyptic Kernel Gospel from Jerusalem (30–50 C.E.) to its final form as an early Christian mystical Gospel with Alexandrian affinities (90 C.E.). An extensive saying-by-saying commentary and new English translation will be included.

analytical in nature, this book will seek to lead students to function as "working" writers and seek to break them from theoretical boundaries that often inhibit storytelling and its processes. Perhaps it will also offer practical secrets of the craft and how practicing writers might approach writing fiction, or at least it might provide non-traditional techniques and new doorways for entering the world of writing fiction.

courses and an advanced course in IVET for May Term. I will use the other portion of my sabbatical time to prepare for submission two peer-reviewed journal articles on the topics of prejudice and discrimination. If the IVET grant submitted is rejected, then in addition to developing the submissions previously noted, I will spend sabbatical time revising the IVET grant and continuing my current lines of research.

Instructional Development Grant Proposal to help me fund guest speakers and a field trip to visit the Chicago Public Schools that have successful bilingual and E.S.L. programs. A second goal is to further develop my ability to integrate technology into my courses. This area of my teaching has been a challenge for me and I look forward to having the time to learn and develop my technological skills.

in economics and business—from descriptive graphs and charts, through multiple regression analysis—and is intended for use in a one-semester course on the subject.

The text is now 80–90% complete, and I am using it for the first time in my own classes this year. The primary purpose of my proposed sabbatical is to finish the textbook, and see it to publication. Depending on how quickly things go, the required work will include finishing the last two chapters, editing the earlier chapters for consistency,

adding exercises and data sets, and perhaps reviewing the copy-edited manuscript or even proofs. Time permitting, I want also to do some developmental work in econometrics related to my teaching and potential research. But the textbook will take priority.

11/17/2003 The Archetypal Forms of An Actor's Sound

Utilizing my knowledge of voice-for-the-actor training, I propose to spend the summer and fall of 2004 studying the archetypal underpinnings of human expression such as crying, screaming, whispering, cooing, and laughing. Analyst C. G. Jung defines archetypes as “primordial types [and] universal images that have existed since the remotest times.” Having already surveyed how leading theatre practitioners use archetypal image work and visual images in actor training (Lindberg, Archetypal

Image Work in Shakespearean Performance Training, Voice and Speech Review, 2003), I intend to examine how Jungian theory about archetypes can be linked to pre-verbal, human sounds. This research will further develop the actor's understanding of the potential of archetypes to inform his/her creative work. My efforts in 2004 are designed to culminate in an article suitable for inclusion in a peer-reviewed journal. By December of 2004, I believe I can have a working draft of the article prepared.

11/17/2003 Case Studies of the Middle Class Role in the Chinese Revolution

My research on the social history of the Chinese Revolution suggests that while the communists strove primarily to mobilize the laboring classes, they paid close attention to the middle classes as well. These middle class intellectuals, businesspeople, and self-sufficient farmers, played such a pivotal role politically that the communists' program for revolution, called “New Democracy,”

centered on building a multi-class alliance. During the fall of 2004, I intend to go to China to collect data on the role of the middle peasants in the land reform of Western Sichuan Province. During the spring, I plan to write up the results of this and one other case study, and then edit a book manuscript for publication.

11/17/2003

My plan for sabbatical leave is two-fold. First, my accompanist and I will perform a series of concerts and lecture recitals in various venues throughout the United States. Our main focus will be on universities and high schools that may not normally have access to high quality classical music performances. The concerts will mainly consist of songs by African-American composers; however, I will adjust it to fit a particular audience. In anticipation of the sabbatical leave, I have tentatively accepted a few

engagements. Secondly, I will continue to locate and research the songs of African-American composers. I recently discovered, at the Library of Congress, a now out-of-print anthology of art songs from the 1940's entitled *Negro Art Songs—Album by Contemporary Composers*. I would like to find more songs of this nature in preparation for a new compact disc project of songs by African-American composers.

11/17/2003 Beyond Macondo: Narratives of Displacement in the New Colombian Fiction

I am requesting a sabbatical leave for the Spring semester of 2005 so that I can devote uninterrupted time to two projects: 1) a special issue *Traces of Violence* of the journal *Discourse, Journal for Theoretical Studies in Media and Culture*, which I will be guest editing and which is scheduled to go to press on May 2005 and 2) the writing of an article *Beyond Macondo: Narratives of displacement in the new Colombian fiction*. The article will explore the remarkable narrative renewal that has taken place in Colombia in the past years. I will focus specifically on how the country's complex, often dramatic socio-political circumstances are discursively embedded in recent

literary projects. While these narratives deal unreservedly with the unremitting violence and social injustice that seems to be such an entrenched characteristic of Colombian reality, they do not conform to the more traditional model of protest literature. On the contrary, these new writers' social critique is articulated in what has been appropriately called “aesthetics of rupture and displacement.” This combination of ethical positioning, social denunciation and radical formal experimentation is what gives the new Colombian narrative its particular edge and explains why it is receiving such international acclaim.

11/17/2003

This one-semester sabbatical will allow time to analyze and write up the findings from two experiments in political psychology. These experiments will be conducted during the fall of 2004 as part of a course. The first experiment will be designed to clarify the causal mechanisms underlying a specific type of question wording effect found in responses to public opinion survey questions (framing effects). The second experiment will examine, using political candidate presentations as a medium, the circumstances under which people state contradictory preference rank orderings. These are both objects of keen

interest among scholars in political psychology, so finding a venue for publication of the results should not be especially difficult. I also plan fundamentally to transform my existing course on the American presidency into a course on inter-branch relations, with an emphasis on congressional-executive relations. This new course, to be offered in alternate fall semesters, will carry general education credit in Contemporary Social Institutions. Lastly, I plan to catch up on several pieces of recently published scholarship in the areas of Congress and welfare policy.

11/17/2003 Research in the Performance of Selections from the Compositional Output of Early Flute Makers and Performers

This proposal outlines a plan to continue my work with period flutes and the literature that is peculiar to them. This on-going project was begun during my last sabbatical and has continued to be the primary focus of my research and much of my personal artistic activity. The project proposed here will involve the study of historical literature written especially for several types of early flutes, concentrating in particular on music composed by individuals who were also well-known as either performers or

flute makers. This music presents particularly clear views of what musical features were considered to be idiomatic for the instrument at various times during its history. This literature also makes it possible to assess the level of playing that would have been expected of professional flutists during the careers of these composers. The end product of this project would include a faculty recital of this literature to be presented early in 2005.

12/13/2004 Weaving a Web Site

I am seeking a sabbatical leave to prepare the second edition of my book *Weaving A Web Site*. This expanded edition will include web database creation and management with the new chapters on PHP (a server-side web programming language) and mySql (a database creation and query language) programming. In addition, the HTML (a web markup language) chapters will include tutorials on the use of DreamWeaver (an HTML text editor) and an

expanded coverage of Cascading Style Sheets (an HTML extension that creates a consistent format across web pages). In addition, new programs and examples will be written for several of the existing chapters. The materials prepared for the second edition will be useful for three of my upper-level classes: CS 314 Database Management Systems, CS 328 Weaving Arachne's New Web, and CS 455 Advanced Web Development.

12/13/2004

During the period of this sabbatical, three different projects will be completed. First, an invited review article will be completed, entitled *Recent Advances in Chlorophyll Biosynthesis*. Second, data from a current research project involving a number of IWU students will be analyzed and compiled into a manuscript for submission to a peer-reviewed journal. This manuscript will describe the characteristics of an enzyme called porphobilinogen synthase from photosynthetic bacteria. The third project that will

be undertaken is a collaborative study to identify new chemical compounds that might be effective as antibiotics. The specific target for the proposed antibiotic is the bacterium *Pseudomonas aeruginosa*. This organism does not cause disease in healthy individuals, but is known to cause deadly infections in cystic fibrosis patients. The expectation is that two and possibly three manuscripts will be submitted as a result of the sabbatical leave.

12/13/2004 Reading with Lincoln

Although scholars of Abraham Lincoln have long known what books Lincoln might have read, from Kentucky and Indiana 'blab school' primers¹ to Shakespeare in the White House, they have been much less confident about what he derived from his reading-how it influenced his thought, speech and writing. Reading with Lincoln will attempt: 1) to determine as authoritatively as possible what

Lincoln did in fact read, and when; and 2) to identify the most important of these texts and show, through detailed analyses, their contributions to his personal and political education. The working title of this book indicates its method: as if we were history's spirit, reading over Lincoln's shoulder, and sharing as much of his legendary concentration as we can.

- 1 Blab schools were so called because the pupils, of whatever age or ability, read or recited aloud (often simultaneously) from a lack of textbooks. This was the only way the schoolmaster could know that his students were in fact learning to read!

12/13/2004

In the upcoming sabbatical leave, I hope to return to a level of concentration on repertoire study similar to that achieved in 1986 and 1997 when I presented a series of recitals devoted to Franz Liszt (1986) and Franz Schubert (1997). Works I will explore for the first time include *Sonata, Opus 111*, by Beethoven and *Sonata, Opus 35*, by Chopin. I plan to restudy *Gaspard de la Nuit* by Ravel and *Sonata, D. 958*, by Schubert. Moreover, I would like to capture some of what is achieved in a compact disc

(the primary objective of my post-tenure review development plan) which will become a tool for recruiting new students and for securing performing engagements. The burst of performance activity in 1997 had its roots in my 1992 sabbatical when I spent months of concentrated study on the piano music of Franz Schubert. I need the time a sabbatical affords to enrich my recital repertoire and to produce a CD featuring a range of my achievements as a performer.

12/13/2004

In a shift of career direction, I propose to immerse myself in the literature on the applications of cognitive science to literary study. The end result of this work will be an article on Richard Powers' novel *Galatea 2.2* in which I argue that the novel directly engages the ongoing debate between cognitive science and poststructuralist literary theory. Whereas poststructuralist theory argues that "there is nothing outside the text," making any conception of narrative's relationships with reality problematic,

cognitive science views narrative as a function of an embodied mind operating in a real-world environment. Narrative, in this view, always has an adaptive value and thus a concrete relationship (although not necessarily a relationship of correlation) with the external world. I will argue that the novel demonstrates that the poststructuralist account of narrative cannot be sustained in the face of recent advances in understanding of how brains function.

12/13/2004

I request a leave to complete a project and to begin a new, related project. My current paper deals with monetary policy in the 1920s. Should the Federal Reserve have increased interest rates in the second half of 1927 to discourage stock market speculation? Increasing interest rates would reduce stock prices. But it would also worsen economic activity and cause an inflow of gold. My paper ascertains the negative impacts on the economy of raising interest rates to reduce stock prices. The second project is related. There is literature arguing that stock prices were really not overvalued in the late 1920s. This argument

is backed by econometric evidence, but it seems to fly in the face of contemporary accounts of stock market mania from 1927 to 1929. I want to critically evaluate this research to find the flaw in their work. The end product of my sabbatical will be (1) a draft of a publishable paper on monetary policy in the 1920s; (2) a compilation of firms who used profits to make loans for the purchase of stock in the 1920s, to be used as research for a second publishable paper; (3) expansion of my knowledge on methods of evaluating data over time.

12/13/2004

My plan for sabbatical leave has three components. The primary objective is an in-depth study of Claude Debussy's *Preludes for Piano*. After several months of

studying and memorizing these twenty-four works, I will travel to France to consult with Michel Beroff, a pianist and Debussy expert. The culmination of this

collaboration will be a series of concerts for which I will perform Debussy's Preludes for Piano. The second goal during my leave is to write an article exploring the life and many influences of Leonard Hokanson. He was Professor of Piano at Indiana University and one of the last pupils of the great pianist, Artur Schnabel. Finally, in

12/13/2004

During his sabbatical in the Spring Semester 2006, Robert Delvin, Fine Arts Librarian, will continue his research on the history of music instruction at Illinois Wesleyan University from its beginnings in 1862 to the present. Drawing upon archival, anecdotal, and previously

12/13/2004

My astronomical research group is in the process of obtaining spectra for a selection of about 500 stars using the most modern telescopes and electronic detectors. We are using this information to determine stellar surface temperatures, physical sizes, and abundances of the heavy elements. Using the already published velocities relative to the solar system and our measurements, we will be able to determine the distances to these stars and their positions in the Galaxy. We will then be able to establish

12/13/2004 The Secret of Vermeer's Light

In *A leiteira de Vermeer (Vermeers Milkmaid)*, one of the most haunting stories of Galician-born author Manuel Rivas, the narrator gives his own interpretive key to the mesmerizing effect of light in Vermeer's paintings, particularly *The Milkmaid* (1660). One of the possible answers to the enigma comes to the reader in the form of a poem where time, space and subjectivity are intertwined in the ineffable brightness of the trickle of milk pouring from the jar in Vermeer's canvas. The picture transforms itself in a

12/13/2004 Smiles, Laughter and Humor in English and Japanese Conversations: How Do Facial Expressions Complement or Contradict Verbal Communication?

A sabbatical leave in 2005–2006 will enable me to complete my second book on cross-cultural communication, *Smiles, Laughter and Humor in English and Japanese Conversations*, which will be published by the Edwin Mellen Press. This book investigates how non-verbal communication, especially smiles and laughter, can contradict or complement verbal communication. The data sets used for this study are drawn from 160 minutes of conversations divided equally by gender, generation (college students versus people in their 30s),

November of 2005, I will be one of several participants in a performance of the complete *Piano Sonatas* of Ludwig van Beethoven at DePaul University in Chicago. This weeklong event features the performance of Beethoven's thirty-two sonatas and will include several lectures by distinguished Beethoven scholars.

published materials, he will recount selective events, individuals, and curricular innovations that have contributed to the national reputation of the School of Music. A substantial, published journal article or monograph is envisioned as the end product of this research proposal.

details about their ages and origin. Our group has already acquired these details for about 200 stars in a direction in the Galaxy where there is very little intervening gas and dust which can interfere with good measurements. These observations will lead to improved accuracy of our published technique for establishing chemical abundances of stars which have fewer heavy elements than our Sun, and therefore, are much older than the Sun.

tableau vivant in the hands of the skillful narrator whose own life becomes an essential part of the milkmaid's. In the story, traditional Galician cultural icons such as cows, mothers, and potatoes, make a textual journey through time and space from 17th century Delft to contemporary Coruña. In this essay, I will analyze this wandering ride as an example of the particular articulation of tradition and modernity that characterizes Galician culture today.

and languages (English and Japanese). This variety of data sets will give us insight on gender and generation divergences in addition to cultural differences in realization of social interaction. The ultimate goal of my research is to raise awareness of disparate conversational styles in both verbal and non-verbal communication in English and Japanese, which consequently facilitates better communication and mutual understandings between Americans and the Japanese.

12/13/2004

A sabbatical leave during the Spring 2006 semester would allow me to work on a number of research and writing projects. I plan to finish several papers in wavelet analysis, which is a way to analyze and approximate data (useful in signal and image processing), and in combinatorics, which is a branch of mathematics derived from probability that has a multitude of applications in fields such as

computer networking and logistics. I also plan to finish, with a collaborator, a draft of a wavelets textbook based on my teaching notes. Lastly, I would like to meet with my coauthors on the final revision of a textbook on CAGD (computer-aided geometric design) that we are currently writing. CAGD, as the name suggests, is used extensively in graphics and engineering.

12/13/2004 Environment-Friendly Organic Synthesis Using Ionic Liquids and Bismuth Compounds

During my sabbatical at the Center for Green Chemistry at Monash University in Australia, I plan to work with ionic liquids, a new class of organic solvents with several attractive features such as negligible vapor pressure¹ and lack of flammability. I expect to benefit immensely from collaboration with the experienced staff and researchers at the Center for Green Chemistry. I will be carrying out a variety of organic transformations² in ionic liquids to demonstrate their feasibility and develop the use of ionic liquids as alternatives to the more traditional solvents, viz. volatile organic compounds. Another advantage of ionic liquids is that they can be easily recycled. Hence ionic liquids promise to be useful alternatives to traditional

organic solvents³ which are responsible for air pollution and lung disorders. In addition to ionic liquids, I plan to continue my research in the field of bismuth-chemistry. Bismuth compounds are attractive for use as catalysts because they are remarkably non-toxic, non-corrosive and inexpensive. The combination of bismuth compounds and ionic liquids should result in new chemistry that is safe and thus should have significant positive impact on human health. I expect this research to lead to at least three or four publications in major peer-reviewed journals such as *Green Chemistry*, *Organic Letters* and *The Journal of Organic Chemistry*.

- 1 Vapor pressure refers to the pressure exerted by the vapor on the liquid underneath it. Most organic solvents, for example, gasoline, have a high vapor pressure at room temperature. They easily evaporate at room temperature and hence pose a respiratory hazard.
- 2 The process of converting one organic compound into another.
- 3 An organic solvent refers to a compound containing carbon and hydrogen such as hexane, octane etc.

12/13/2004 Nuns and Concubines in Colonial Brazil: An Analysis of Religious Norms for Women

For my 2005 sabbatical, I propose to undertake new research focused on women at the margins of colonial Brazilian society, who failed to achieve the ideal of the married and house-bound woman and faced either isolation in convent life or illicit and transitory relationships as concubines and common-law wives. Beginning with investigations into historical documents housed in archives and libraries in Rio de Janeiro, Brazil, and here in the U.S., I will look beyond the normative model for

colonial women to uncover the expectations and realities of the lives of Brazilian Indian, Portuguese immigrant, and African women, and the religious discourse created about them. My goal is to provide insight into gender roles and women's lives and to contribute to the history of women in the Americas. The results of this project will form the final chapter of my book on women in the religious world of colonial Brazil.

12/13/2004

I am applying for a sabbatical leave for the Spring 2006 semester, during which I will work on a research project that will culminate in a monograph. In particular, I intend to complete the second section of the book and make significant progress on the final section. This monograph will explore the social issues of international trade and economic growth within a dynamic framework that allows one to study how resources get allocated, over time, between production and consumption. Specifically, I will

examine how the production and consumption levels of a country that is open to trade compare to those without trade. I will also look at whether trade has a one-time or long-run impact on growth. I plan to investigate these issues from the perspective of various economic growth models, one of which, in particular, explicitly models technological change as the result of actions taken by economic agents.

12/13/2004

During my sabbatical, I will compose a large-scale original work of music for soprano voice and chamber orchestra (winds, percussion, piano, and strings) of approximately fifteen to twenty minutes in duration. The piece will be written for the internationally renowned American opera singer and recitalist, Juliana Gondek, who is now also Professor of Voice and Chair of the Voice Department at The University of California at Los Angeles. The project will consist of six phases: the selection of texts;

the composition itself; the orchestration of the music; the preparation of a computer-notated version of the score; the preparation of the individual instrumental parts; and the cultivation of prospective conductors and/or chamber orchestras. Through Ms. Gondek's contacts with numerous distinguished conductors, I am confident that my work will receive multiple performances, thus possibly leading to future commissions for new works.

12/13/2004

My proposal involves scholarly work on self-taught poets of the eighteenth century in Germany and Great Britain. This will involve my using the Staatsbibliothek in Berlin and the University of Illinois (Urbana) library. By the end of my semester sabbatical, I plan to have completed the final revisions for this book-length manuscript, which I

have been working on for a number of years. In addition to writing an introduction, I will be occupied with 1) rewriting the six chapters with the unity of the whole work in mind; 2) updating the secondary literature; and 3) finishing the notes and bibliography.

12/13/2004

During my year-long sabbatical I plan to draft four chapters of a book tentatively entitled *Social Structure and Sociological Explanation*. Aimed at graduate students and teachers of sociology, the book's table of contents alternates between chapters that offer sociological explanations of social facts (three) with chapters devoted to definitions and metatheoretical discussions (five). Four chapters already exist in draft form. One of the chapters

in draft—Why did CEO [Chief Executive Officer] Pay Triple in the 1990s? needs additional evidential support. I therefore plan to interview a sample of corporate directors who served on executive compensation committees during the 1990s. The interviews could begin as early as Spring 2005, thanks to a course release I earned by undergoing post-tenure review. By the end of the sabbatical, I hope to have drafts of all eight chapters of the manuscript.

12/13/2004

The sabbatical leave will be used to extend a current stream of research investigating the insurance industry in China. Specifically, as a provision for acceptance into the World Trade Organization (WTO), China has agreed to gradually open its insurance industry to foreign companies. Two important segments of the insurance industry, reinsurance and insurance brokerage, are the next components to allow increased access to the 1.3 billion person market. By studying the evolving regulation, usage, structure, and business model of the insurance brokerage and reinsurance segments of the insurance industry, I hope to expand my understanding of the international risk management and insurance markets and transfer this added knowledge to the classroom. An insurance broker is a legal representative of an insurance purchaser. Brokers are expected

to be knowledgeable about the overall insurance market and tend to work with larger clients. Insurance brokers reinforce product and price competition by rectifying, to some extent, the information imbalance between the buyer and seller. Reinsurance is a transaction between insurance companies by which risk of loss is distributed between them. The major objective of reinsurance is to share or distribute the risk of loss. In addition, a greater comprehension of the cultural need and demand for risk transfer mechanisms in the setting of an emerging economic power is an appropriate goal within the context of a liberal arts learning environment. The end product of the leave will be at least 1–2 completed manuscripts to be submitted for publication in a major academic research journal in the field of risk management and insurance.

12/13/2004

Jack London's Shoes, the project proposed for this leave, is a book of creative non-fiction, a memoir occasioned by a suicide, a meditation on the dynamics of family, a daughter's relation to her father, and the pull and precariousness of a sense of place. The title, *Jack London's Shoes*, calls forth the dream of Alaska, where my father worked as a pilot-geologist and where I was born, a land of extremes my father loved in the way of Jack London, for its "call of the wild"; the title evokes, as well, both our efforts to follow in

London's tracks, one of us a welcomed participant in this masculine world, one of us unwillingly excluded. At once a chronicle of a suicide, an explication of mental illness, a fable of Alaska, a romance of flying, and a daughter's quest to find her voice, the book engages life's complexities, its messy, painful contradictions, the contexts in which lives are shaped, to achieve, if not redemption, a certain healing grace.

12/13/2004

I propose to spend the academic year 2005–06 thinking, reading, and writing about the philosophy of mathematics. Some of the time will also be spent doing technical research in mathematics and logic to support that investigation. I intend to finish a survey paper on *Real Numbers in Categories*, complete new research papers on *Logic in Categorical Fabrics and Categories with Inclusions* and start work on a book-length manuscript on *Categorical Approaches to the Philosophy of Mathematics* exploring

recent work by Makkai, Lawvere, Corson, Marquis, Hellman, Awodey, and McLarty and extending my paper *Upsetting the Foundations of Mathematics* which was accepted for publication last February. I also plan to attend separate meetings on the philosophy of mathematics, Fuzzy Set Theory, and Category Theory, and I hope to spend a few weeks visiting in Germany working with Ulrich Höhle on topics in Fuzzy Topology.

12/13/2004

My proposed full-year sabbatical will focus on deepening my understanding of leadership skill development in the library field. During my sabbatical I intend to read widely on leadership development in a variety of fields outside of librarianship, use an assessment tool to study the effectiveness of two statewide leadership institutes, and revive a national leadership institute. I anticipate presenting my findings at a national professional conference, writing a

journal article, and having a successful national Leadership Institute at Snowbird in summer 2007. As co-chair of the committee to revitalize this institute, I am responsible for much of the program planning and conference arrangements. This research will benefit my leadership of Ames Library, participation in faculty governance and other campus activities.

12/13/2004

I plan to compose a one-act opera or musical for Prairie Fire Theatre, a company based in Bloomington. This project continues my exploration of relationships between theater and music, which have been an important concern in four of my previous compositions. In writing for Prairie Fire I will have up to fifteen singers at my disposal, as well as up to twelve instrumentalists. Between now and the beginning of my sabbatical subject matter will be

determined, a librettist (author of the operatic script, or libretto) will be chosen, and the libretto will begin to take shape. Several performances of the work will take place, most likely in IWU's Westbrook Auditorium. Following the premiere performances, I will revise the piece as needed and investigate opportunities for performances outside the local area.

12/20/2005 Leopold Anton Kozeluch

During my sabbatical leave, I will prepare an article for publication in a music journal. The focus of my article will be the Czech composer, Leopold Anton Kozeluch. I have done extensive research on Kozeluch in Vienna, Austria, and included one of his sonatas for one piano, four hands on a compact disc that I recorded in 1997 with my former colleague, Dr. R. Dwight Drexler. In June of 2000, I

presented a paper on Kozeluch as part of a College Music Society seminar in Vienna, Austria. The director of the seminar encouraged me to prepare a manuscript version of my oral presentation for consideration for publication in the College Music Society's professional journal, the *Symposium*. A sabbatical leave will afford me the time and energy to pursue and complete this project.

12/20/2005 The School of Cello Playing

For more than two centuries, generations of great cello performers have been brought up on traditions created by Bernhard Romberg and the Dresden School of Cello Playing. My goal will be to help introduce these European traditions to cellists in the United States. I hope it will be of great use to my students and to many cello teachers. In order to achieve this, I have proposed a compilation of a comprehensive collection of the cello literature and pedagogical materials developed and used by European masters of cello pedagogy. A project of this

type is extremely significant. Until now, training of most American cello students has been in the hands of private teachers, who often have neither pedagogical background nor clear agendas. There is an enormous need to provide our cello students with sources, materials, and the standards still available in European music schools and conservatories. The end product of my sabbatical research will be the introduction of the “School of Cello Playing” to American students.

12/20/2005

1) Review paper on organochlorine pesticide contamination in North, Central and South American birds 2) Develop a May Term Course on Arctic Ecology 3) Assist in statistical analysis of trends from 30 years of spring migration censuses of migratory birds in Kentucky

During my proposed sabbatical during the spring semester, 2007, I will work on the following projects. 1) Write a major review paper on organochlorine (OC) pesticide contamination in North, Central and South American resident birds, and in Neotropical migrants

(i.e., those birds that breed in North America and winter in Central and South America). This paper will be submitted for publication in a refereed ornithological or toxicology journal. 2) Develop a new May Term course on Arctic Ecology in Alaska. 3) Assist two researchers in the statistical analysis of trends from 30 years of spring migration censuses of migratory birds. The authors of the resulting manuscript will submit it for publication in a refereed, scientific journal.

12/20/2005 Pandits in the Public Sphere: Sanskrit Scholars in Colonial Bengal

My sabbatical leave project will be to explore transformations in the lives and activities of Sanskrit scholars (that is, pandits) in colonial Bengal. My goals will be to situate the lives and practices of these scholars against the background of traditional norms of pandit training while exploring the place of the pandit in the emerging colonial public sphere (print journalism, education, religious and social reform, voluntary associations, etc.). In pursuing this research, I am motivated by the conviction that investigation of the life choices made by these traditional literati

will contribute to our overall understanding of important developments in modern Indian society, religion, and intellectual life. Contingent upon external grant support, I am requesting a full-year leave. I envision spending four to six months of my sabbatical year conducting library and archival research, as well as selected site visits, in the state of West Bengal, India. Upon return from India, my energies will be focused on completing a monograph, tentatively to be entitled, *Pandits in the Public Sphere: Sanskrit Scholars in Colonial Bengal*.

12/20/2005 Study Abroad Social Networks and Second Language Acquisition

During my proposed Spring 2007 sabbatical leave, I plan to collect data in Spain in order to make observations of linguistic benefits of time spent abroad, presenting data among the contradictory evidence that the cross-cultural experiential learning environment may or may not enhance language acquisition. During this time I will train native Spanish-speaking data collectors, recruit US university student participants born in the US and collect data. All qualitative and quantitative data will be coded

on an ongoing basis. My project addresses what features of the learners’ social networks with natives can be associated with language acquisition, as measured by linguistic accuracy and complexity. The goal is to identify processes of forming social networks abroad and how they function as contexts for language learning. These processes will show the kinds of development in oral language acquisition that can be expected from spending time abroad and the elements that may influence this development.

12/20/2005 Experimental Studies of Random Diode Networks

During my sabbatical leave, I propose to work on two functionally distinct but deeply connected projects. The main research project, in physics, shall consist of designing and building hypercubic (2,3 and 4 dimensional) random networks of diodes, and measuring the electrical transport properties of the so-called backbone of these directed-percolated networks. The goal here will be to try to experimentally verify some fascinating predictions regarding 'critical exponents' and 'multifractality'

that have been made by recent field theoretic analyses of and massive computer simulations on what is called the 'Directed Percolation' problem. A satellite project shall consist of studying, and then extending if possible, a brand new marketing theory that quantitatively incorporates the effect of NWOM (Negative Word of Mouth) in a Social Percolation Network using the concept of 'anti-percolation'.

12/20/2005

I am at a point in my career where my research interests and teaching responsibilities have squarely shifted from Chinese politics to Environmental Studies. Before beginning on a very different path of research than that which I have followed, I wish to use my sabbatical to retool and update myself on the literature. Specifically, I will take environmental science courses and read broadly in the new environmental politics literature, as well as devote time to developing plans for future research. As

Director of the IWU Environmental Studies Program, responsible for teaching the interdisciplinary senior seminar and an array of environmental politics courses, a sabbatical devoted to broad study in the field will not only benefit my intellectual development but my students, my advisees, and the ES program more generally. A chance to step back, think broadly, and explore research possibilities will further benefit my long-term professional development.

12/20/2005

During my sabbatical leave, I will be continuing work begun during my post-tenure review which included collecting and analyzing data from interviews of childbearing women about their health care practices prior to the pregnancy, during the pregnancy, and immediately following the pregnancy. General health and health care practices of childbearing women are known to impact the woman's health as well as that of her infant. Studies indicate that although women know about the

importance of practicing positive health behaviors during the childbearing years, for some reason, they just do not practice these behaviors. Determining ways that nurses can identify which women are at risk for unhealthy behaviors will be helpful in designing nursing interventions that improve health outcomes. The end product of this research will be submission of a manuscript to a refereed journal and a presentation at a national nursing conference.

12/20/2005 Advanced Digital Imaging for Costume Design and Rendering

During my sabbatical year, spring semester of 2007, I intend to initiate a new project in my study of the visual arts for the theatre. I propose to explore the most recent and advanced digital software and equipment designed for creating costume sketches and renderings. The exploration will include an interactive tour of available hardware and its current application to my specific field of study, a workshop intensive for Digital Drawing which I expect will result in a collection of theatrical costume renderings executed by me using the most recent large format Artpad II Graphics Tablet and the Wacom Ultrapen. The system I

am planning to study and work with is a memory-management system for two as well as three-dimensional imaging that uses a complete history of Western costume database, figurative body types, and pantone international color references as a resource for color costume renderings to be done on screen and exclusively using digital imaging. The synthesis of classical drawing techniques with drawing by computer is the latest trend in costume rendering and design. It is a technique that will enrich and enhance my classical drawing skills, not replace them.

12/20/2005 Naturalism and Normativity in Hume's Epistemology

David Hume (1711-1776) is generally regarded as the greatest philosopher ever to write in English. Hume was traditionally regarded as a purely negative sceptic.

Current scholars almost universally reject that assessment of his work, although considerable disagreement remains about the nature of his positive views. Hume's

method is descriptive and naturalistic, but in his account of belief he endorses some patterns of belief formation while condemning others. How this prescriptive or normative element can fit with his descriptive naturalism is a central source of current controversy. Extending my previous work on Hume's epistemology, my proposed

monograph develops a systematic reading of Hume's theory of belief that shows it to be both a genuinely naturalistic and demonstrably normative account of human cognition, which passes the test of reflective endorsement for normativity.

12/20/2005

My primary objective is to write a non-fiction essay or a short story examining the implications of *The Road North (Camino al Norte)*, a short story by Isabel Allende, from her collection entitled *The Stories of Eva Luna (Cuentos de Eva Luna)*. In addition to adding an important dimension to scholarly responses to a text by one of Latin America's most significant contemporary writers, my work will

enhance my teaching of Latin American literature, some of which I teach every year in English 170: The Short Story and in alternating years in English 370: Avant-Garde Fiction. This will also strengthen my credentials for teaching on the writing concentration side of the English Major.

12/20/2005 Writing in/on the Front Lines of Exile: Political Dissidence, Memory and Cultural (Dis)location in Francophone Literature of the Maghreb

The objective of my proposed manuscript, *Writing in/on the Front Lines of Exile: Political Dissidence, Memory and Cultural (Dis)location in Francophone Literature of the Maghreb*, will be to determine to what extent authors of the Maghreb (Algeria, Morocco, Tunisia), living in exile, are influencing the political climates and socio-cultural discourses of their home countries. The work will analyze the novels of some of the most prominent contemporary exiled writers of the Maghreb. These men and women

write politically engaged narratives which challenge the socio-political and cultural climates of their homelands, while contributing to a new literary consciousness that has been formed outside of the Maghreb. Their writings have opened up new political discourses that encourage the historical revision of colonial and postcolonial eras. My monograph will prove that the themes, narrative styles, and socio-political and cultural dialogues found in their works are the direct result of exile.

12/20/2005 Computer Assisted Music Composition, Arranging and Synthesizer Sequencing for the Musical Director

This sabbatical proposal delineates my plans to up-date my technological skills as a musical director. Musical directing for live theatrical productions requires constant and repetitive changes to musical score for the pit orchestra, conductor and onstage vocalists. Currently, every change I write must be done in manuscript form. Computer programs will now allow me to marry my classical manuscript abilities (writing music "by hand") with the latest computer technology available in my field. Finale 2006, the most comprehensive computer program in composing, arranging and sequencing, now offers possibilities to the musical artist that did not exist

in the past. I plan to become fluent with the Finale 2006 composing/arranging and sequencing program. My goal is to be able to use this newly acquired knowledge in production here at Illinois Wesleyan University. For my final project, I will arrange, orchestrate and write, using Finale 2006, the "Overture" from the score of *Three Penny Opera* by Kurt Weill and Bertolt Brecht, a production we have discussed and hope to produce here on campus. With this sabbatical I intend to explore and develop my abilities with all aspects of this technology now available for the genre of Music Theatre.

12/20/2005

The study of workers who venture into work that is "inappropriate" for their sex can help us understand how work is gendered. If most work is "typed" as suitable for one sex or the other, what happens when the "wrong" workers are hired into positions that "belong" to the other sex? I will study occupational sex-segregation and how work and

workplaces become gendered. I will explore the process by which gender is ascribed to work providing insight into the construction of work as gendered and of women and men as suitable or not for specific kinds of work. I foresee either a conference presentation or publication, or both.

12/20/2005 The Black Mammy and the Irish Bridget: Domestic Services and the Invention of Whiteness in Nineteenth-Century America

This project will examine the relationship between nineteenth-century stereotypes and images of the black mammy and the Irish servant, often called “Bridget” in the popular culture of the time, for the ways in which those images contributed to the creation of “whiteness” in America. There has been much work in recent years on the complex relationship between male black and Irish workers in the construction of race in the nineteenth century. But little attention has been paid to the

women in those two groups, who labored more consistently in domestic service than any other group of women in this period. The popular culture of the time abounds with references to the Mammy and the Irish maid. Their contribution to race-making in the nineteenth century may be no less important than the contribution of Irish and Black male laborers of the time. At the end of the sabbatical, I plan to have completed one article and a revised book proposal.

12/20/2005 Tu parles! A Second-Year French Textbook

A sabbatical leave will allow me to prepare the working draft of a new second-year French textbook, *Tu parles!* With declining enrollments in French that threaten to impact my profession, the textbook I propose will incorporate aspects of oral communication, as opposed to the typical study of grammar. In so doing, the last semester(s) of the foreign language general education requirement will be a time of practical application of skills previously

learned. This is perhaps the best way to engage students at this level and improve their attitudes toward language learning, while increasing their ability to use language in everyday situations. During my sabbatical leave I propose to finish a working draft of my textbook, as well as begin development of ancillary materials. Upon my return from sabbatical leave, I intend to teach a French 201 class in fall semester 2007 using a preliminary version of *Tu parles!*

12/20/2005 Illiberal Illinois: Conflict and Competition in an Antebellum Democracy

I seek a sabbatical leave to produce a book-length manuscript on the development of liberal democracy in antebellum Illinois. The manuscript’s goals are to contribute to the study of Illinois history and to our knowledge of how liberal institutions develop. My narrative goal is to tell the story of Illinois politics and society from 1828–1848. Antebellum Illinois was a dynamic and rapidly modernizing

state whose people established a two-party system, moved from subsistence to market farming, built a centralized railroad system, and transformed their religious communities. The book’s explanatory goal is to provide a comparative perspective to help scholars and the general reader understand how democracies become illiberal.

12/20/2005

I plan to complete two articles and work on the plot of my Young Adult novel. In *parce precor, Venus!* ‘Classic’ misogyny in Tom Stoppard’s *The Invention of Love*, I show how the playwright portrays the discipline of classics to non-specialists, specifically the dark and undesirable side of the discipline—its misogyny—by depicting the field through the lens of the nineteenth-century male intellectual ethos. In *Jacqueline Kennedy and the Classical Ideal*, I argue that the youthful idealism represented by

the Kennedy Administration had its origin in the classical ideal of Periclean Athens (not “Camelot”), and that Jacqueline projected the message through visual metaphors drawn from neo-Classical fashion, art, and architecture. The novel *Philip and the Owl-Eyed Maiden*, describes the building of the Parthenon from the point of view of a teenage apprentice stone mason. I hope to spend two weeks at Ragdale, a writer’s retreat in Lake Forest, Illinois, to map the plot.

12/20/2005

My long-term research goals are to understand how the hormone auxin influences growth and development in mosses. As part of this goal I will determine how two specific groups of genes, called TIR and Aux/IAA genes, contribute to and/or regulate growth and development in the moss *Physcomitrella patens*. If granted the sabbatical leave, I specifically propose to: (a) generate *P. patens* plants that have non-functional TIR and Aux/IAA genes and (b)

characterize and compare these plants to normal plants in order to ascertain the role of the genes during growth and development. The generation of *P. patens* plants with non-functional TIR and Aux/IAA genes is an essential first step to understanding how these genes normally influence growth and development in mosses. I expect to present this research at the International Conference on Moss Development.

12/20/2005

Broadly speaking, my research interests can be divided into two main areas: 1) the effects of alcohol on learning and memory functions and 2) the role of electroencephalogram (EEG) frequencies in learning, memory and behavior. During my first six years at Illinois Wesleyan University, I have been able to develop a solid track record in involving students in my research program and have effectively disseminated the results of these studies in both research journals and through presentations at

regional and national conferences. During my proposed sabbatical, I would like to take the next step in establishing my research program: developing grants to support and extend my present research findings. More specifically, I intend to write two grants. I envision the first grant being a smaller grant relating to the EEG research, while the second grant will involve a larger-scale project examining the effects of alcohol on learning and memory.

12/20/2005 King James and the History of Homosexuality

In the year 1999, I published a book entitled *King James and the History of Homosexuality*. (This is James VI of Scotland and James I of England, 1603–1625, who sponsored the “King James” version of the Bible.) What I tried to do in that book was to document King James’s relationships with a series of young male “favorites” better than anyone had done before, and then relate that knowledge to the growing body of literature on the history of homosexuality. This was my third book, and it garnered both my best and worst book reviews ever.

Most disappointing has been the reaction of the two chief authorities on James, who seem intent on brushing this subject under the rug because it apparently causes them embarrassment. Initially, I was dejected by this rebuff of my book, but now I have decided that instead of quietly receding into the background, I should fight back. What I intend to do during my sabbatical leave, therefore, is to write an article rebutting the arguments that have been used to “explain away” or minimize James’s relationships with his “favorites.”

12/21/2005 Information Systems Textbook

During my sabbatical, I propose to work on revising and adding to existing cases in a textbook of Information Systems applications for business students which has been used by IWU students for three years, and which I hope to have published. Fresh material for these cases will be

developed through interviews with small business owners about the ways in which they use information systems in running their companies, and the ways in which they would like to use computers, if they only had the time and expertise to do so.

12/22/2006 New Historicism

I plan to use my sabbatical to write an essay on teaching Shakespeare *New Historically*. New Historicism (or Cultural Materialism, as it is known abroad) has established itself as the reigning orthodoxy for Shakespeare studies. Ironically, after the post-modern demolition of the concept of the “author” as a viable, working agent who determines the meaning of his/her work, Shakespeare studies have reinvented both a biographical and an historical approach to the plays. Stephen Greenblatt’s recent biography, *Will in the World*, focuses on imagining a Will Shakespeare and processing, in his play, religious

and spiritual crises, while James Shapiro traces out the historical and cultural conditions of a single year, 1599, in which Shakespeare wrote three of his major plays and probably began writing *Hamlet*. This critical approach, however, makes teaching Shakespeare even less relevant to today’s students. Why on earth should they care about the specific historical and cultural conditions of a text that is already alien? Isn’t the point of reading Shakespeare that “his” texts are universal? I plan to write an essay that focuses on teaching strategies that redirect and transform this alienation in the Shakespeare classroom.

12/22/2006 Self-Care Deficit Nursing Theory

Proposed use of sabbatical time has two major purposes. The first involves work on publications of my work: the extension and explication of the theoretical development of the concept of dependent care. Dependent care is an underdeveloped major concept within Orem’s self-care deficit theory of nursing (SCDTN). Orem, herself, asked

others to further explicate this concept. Social institutions of health care, medicine, and nursing establish parameters for dealing with the health and care needs of those who are dependent in every society. Therefore, the nature of dependent care and dependent care systems represents a major concern for health care providers. My work in this

area spans more than fifteen years and includes several presentations at SCDTN international conferences. I have been asked to publish this work by international

colleagues—especially since 2002. The second purpose is to further my interactions with schools of nursing in Mexico initiating the use of SCDTN.

12/22/2006 Popular Culture and Cultural Militias

The end product of my research will be an article exploring the work of the Spanish organizations, Popular Culture and Cultural Militias, to combat illiteracy and to create small libraries during the Spanish Civil War throughout various regions of Spain. These libraries, built in cities, at the front lines, in barracks, nurseries, and hospitals, were designed to further the work begun in the Second Republic (1931–36) to bring literature and culture to the masses. Almost from the beginning of the Civil War they

were also used for propaganda purposes and to promote the fight against fascism. The article, tentatively entitled “The Libraries of the Popular Culture and Cultural Militias, 1936–1939,” will be submitted for publication to either *Libraries & the Cultural Record* or *Library History*, both peer-reviewed journals. This is the second in a series of planned articles about libraries in Spain during the twentieth century.

12/22/2006 The Swahili Art of Life: A Visual Ethnography from the Kenya Coast

I am applying for a sabbatical leave for Fall, 2007 to complete *The Swahili Art of Life: A Visual Ethnography from the Kenya Coast*, a book-length manuscript and accompanying CD Rom under contract with Indiana University Press. During the Junior Faculty Leave (Fall, 2004), I made substantial headway on the project, and with several months to devote to writing, I am confident that I will be able to complete it. This project extends my earlier research on Swahili music and dance (ngoma)

performance to a diverse spectrum of Swahili expressive media that have been ignored by scholars: weaving, sewing, cooking, children’s art, and painting. The inclusion of Swahili “plastic arts” has spawned interest among Africanist colleagues in Art History, allowing me to interact professionally with a new group of scholars. This research also supports the May Term course, “African Expressive Arts,” in which I have presented material from the book to students and received their feedback.

12/22/2006 Collection Analysis

Library collections for interdisciplinary studies challenge current methods of collection management, which are typically based upon traditional classification systems with discrete disciplines. During my sabbatical, I will focus on two interdisciplinary areas for collection analysis: environmental studies and chick lit (popular fiction featuring twenty-something single women). For environmental studies, I will analyze collections based upon specific subject headings and consider the correlation between collection strengths in monographs and

serials. Analyses of “chick lit” collections will include a comparison of collection strengths for various library types (e.g., research libraries, liberal arts college libraries, public libraries) and for libraries in countries that publish large numbers of chick lit (e.g., USA, Canada, and Great Britain). The results of this work will result in three presentations at national, academic conferences and two journal articles submitted to peer-reviewed, library journals.

12/22/2006

I intend to pursue at least two of three projects. Foremost of these projects would be the creation of a course in the History of American Mathematics, initially concentrating on the influence of the Discovery Method of teaching on the development of a thriving American mathematical community. I am also highly interested in pursuing the publication of a Discovery Method text on the subject of Convex Sets in Euclidean Space. Discovery-method books are rare, but a few have been published recently.

The current publisher of my Linear Programming text has expressed interest in the Discovery manuscript. That publisher is also interested in publishing a new edition of my Linear Programming book, which would be my third project. Actually, a lot of retyping of the last manuscript has been done. I do need a large block of time to proof and consider some possible revisions of the content of the book.

12/22/2006 The Conflation of Negligence Duty and Breach of Duty

This project examines the judicial application of the negligence duty requirement and considers whether, as currently applied, the duty element is an appropriate requirement for successful negligence claims. Some research indicates that the same facts that support a finding of the existence of a duty illogically overlap nearly perfectly with those that establish a breach of duty. I will look at the substantial body of case to law to see whether there really has been a tacit merger of the duty and breach

of duty elements and, whether there has or not, propose a resolution that both respects the centuries-old common law tradition of duty and recognizes the judicial difficulty applying it. The research will lead to a presentation at the August 2008 Academy of Legal Studies in Business Annual Meeting and a publication in a student-edited or peer-reviewed journal. The research will also significantly influence my teaching in most of my courses.

12/22/2006 The Completion of Audio Recordings of Violin and of Viola Music, the Continuation of the “Building of Musical Bridges” within the Far East and Europe; and the Development of a Conducting Course.

My sabbatical will be devoted to several aspects of my ongoing work, beginning with audio recordings of violin and viola music. I have three pieces that have been long-term goals and will be the focus of my work: Beethoven’s “Spring” Sonata #5 in F, the *Sonata by C. Franck in A*, and *Sonata #1 in F* by E. Grieg. I also have a second CD that will feature two sonatas by Shostakovich,

the *Sonata for Violin (Op. 134)* and for *Viola (Op. 147) with Piano*. In addition, I have plans to perform and conduct in Japan, Korea, China, the United States, Europe and Thailand. These experiences will not only support my artistic development, but will also be used in developing a conducting course for string majors at IWU.

12/22/2006 Feeding Between the Lines: the Social Significance of Food in Early Modern Spanish Literature

The monograph I will write during my sabbatical leave (07–08) investigates the representations of food consumption and etiquette in the literature of early modern Spain. It evaluates how food informs and intersects with social constructs of identity. Using novels and plays, the study focuses on food in specific settings: in the home, on the road, in sickness and health, and in celebrations. Through poetry, it analyzes rhetorical figures and metaphors used

to explore social values of heroism, love, and beauty. Contemporary culinary manuals serve to historicize and contextualize food references in the literary texts. This project provides insight into the values with which individuals and communities define themselves and reveals signs of an unfolding social and culinary history in early modern Spain.

12/22/2006 A 2004 Congressional Campaign Odyssey: Money, Media and Momentum.

My sabbatical will be devoted to my twin research interests in American elections and local government structures. However, I intend to spend the majority of time working upon a manuscript examining the process of congressional campaigns using my run in the 2003–2004 Election Cycle as a case study. The working title is *A 2004 Congressional Campaign Odyssey: Money, Media and Momentum*. Being the candidate gives one a unique perspective as the ultimate “insider” to the process. This is fundamentally

different than ex-post facto research on congressional campaigns which typically analyzes documents, polling data and elite interviews. A case study will not provide a systematic test of any particular hypothesis. However, I hope to contribute to the existing literature on congressional campaigns and political communication by suggesting a variety of patterns which future academic research needs to address.

12/22/2006 Art Glass—From Cold to Hot

In my previous glass artwork, I have assembled cold components and fused or cast the sculptural object in a kiln. During this sabbatical I plan to learn the art glass technique called “flameworking.” This is a small scale, hot glass working technique, which would enable me to add yet another dimension to my sculptural assemblages.

Flame-worked objects are intricate and extremely colorful. Where cast and fused objects are the result of long and involved processes, flameworking is a way to work with glass in a very direct manner. In the future, I plan to include these torch-worked components into my larger assemblage sculptures.

12/22/2006 Applied Modal Logic

During this sabbatical, I plan to complete an article to be published in the post-proceedings of a workshop to be held in Dublin, Ireland, which I have been invited to attend in August 2007. My research is concerned with the application of logic in the study of grammars for natural languages. In particular, I will be conducting research in model theoretic syntax, a current research program in mathematical linguistics which formalizes grammatical

theories in order to assess their complexity. Its results can then be related to foundational questions in artificial intelligence and cognitive science; namely, whether grammatical theories can be implemented efficiently for artificial intelligence applications, and whether they are consistent with empirical findings from the computational perspective of cognitive science.

12/22/2006

During my leave I will teach a graduate course at the Universidad de Costa Rica and complete a book detailing how Latin American novels construct masculine identity as a way of implementing and maintaining traditional structures of power, or as a destabilizing and subversive force struggling against male hegemony. There are three key literary periods: Regionalism of the 1920's and 1930's with an emphasis on rural and hardy men; the mid-century boom of Latin American (male) writers with a

call for original national identity; and, finally, with other writers, in particular women and homosexual men, who denounce masculinist national projects. Separately, I will study the violent and bitter interaction between Costa Rica and Nicaragua and how it has worsened significantly since last year, when Nicaragua denounced to the International Court of Human Rights the way its immigrants are treated. I intend to study how the media have presented these cases in terms of gender and nationality.

12/22/2006

During my sabbatical, I will be working abroad through individual connections and the Fulbright Senior Specialist Program, which is designed "to increase the participation of leading U.S. scholars and professionals in Fulbright academic exchanges, to encourage new activities that go beyond the traditional Fulbright activities of lecturing and research, and to promote increased connections between U.S. and non-U.S. post-secondary academic institutions." Working abroad enables me to share my expertise while learning additional approaches

to and traditions in library science. I will also investigate trends in scholarly communication for select social science disciplines and review instructional design principles, deliberating on ways to enhance the teaching I do as part of instruction in research skills and information literacy. Anticipated outcomes include presentations at the Association of College and Research Libraries' biennial conference, publication in venues such as International Leads, and enhanced instruction sessions for IWU faculty and students.

11/30/2007

I plan to further explore the link between photographic and painted representational systems through the use of various experimental painting techniques in a series of eight or ten paintings. My works, like that of all painters who use photographs, are inexorably subject to the

unique effects of the photographic medium. This series constitutes an extension of my exploration of specific affects of photographs on my work. The completed series of paintings will be exhibited on the Illinois Wesleyan campus and at appropriate off-campus venues.

11/30/2007

A sabbatical leave in the spring of 2009 will allow me to work on a project which aims at establishing a basic theory of functional differential equations with causal operators in abstract, or Banach, spaces. The formulation of problems in the general framework of Banach spaces presents the great advantage of unifying the ideas of linear spaces of finite and infinite dimensions. Dynamic models, such as those encountered, for example, in economics,

finance, and control, require infinite dimensional spaces. Infinite dimensional models also occur in a natural way whenever uncertainties are present. While causal operators have attracted gradually more attention since the 1960's, the field of functional differential equations with causal operators is still in a developmental stage, and a basic theory of such equations in the general framework of abstract spaces is yet to be established.

11/30/2007

At this midpoint in my career, in lieu of a single, major project, I plan to pursue a variety of projects which will allow me to reflect upon past work and gain insight for future improvement. My top priority will be to enhance my approach to the choral rehearsal, achieved both through the study of eurythmics and through observation of colleagues. Secondarily, I will search for new choral

literature to perform with the IWU choral ensembles as well as read books on voice science and pedagogy and investigate new solo literature for my students.

My research program will include a continuation of my Slovak choral music project and an expansion of the choral conducting booklet I wrote in 1995 and use in my classes at IWU.

11/30/2007

The purpose of my sabbatical proposal is twofold. In regard to service and teaching, I plan to pursue a nurse leadership fellowship to prepare me to assume a senior role and/or leadership position within the School of Nursing or University at large, enhance my role as First Year Advising Coordinator, and invigorate my teaching, particularly of N450: Leadership and Management in

Healthcare Systems. Additionally I plan to complete and disseminate two theoretically-based manuscripts emanating from presentations at Self-care Deficit Nursing Theory Congresses. The leave will allow the time necessary for reflection, further reading and development, and collaboration with national and international colleagues.

11/30/2007 An Ecocritical analysis of recent German science fiction

During my sabbatical leave in the Spring 2009, I will conduct the research necessary to become familiar with the field of Ecocriticism, its pertinent questions and approaches, and how this analytical approach has been applied to German literature, particularly science fiction. The remaining portion of the sabbatical and a portion of the following summer will be taken to write up an article that applies my findings to select works of recent

German science fiction. I will also take this time to attend the conference of the European Utopian Studies Society in Porto, Portugal and/or the conference of the Association of the Study of Literature and the Environment at the University of Victoria, B.C. both in May/June 2009. I plan to submit the revised paper as an article to the *German Studies Review*, the *German Quarterly*, or *Science Fiction Studies*.

11/30/2007

The proposed sabbatical will focus on sculptural process. The principal medium employed in my work over the last decade has been wood, used to create simple, painted constructions featuring figures engaged in minor narratives. To some degree, that will remain largely the same, and my goal will be to complete a minimum of one

substantial new sculpture during the semester leave. Equally important, however, the sabbatical time will allow a concentrated period in which to seek out and experiment with a range of new — and primarily nontraditional — varieties of wood and methods of polychromy.

11/30/2007 Perceptions of Health and Physical Activity among Immigrant Latinas in the Southwest and Midwest

The sabbatical provides opportunity to seek external funding for collaborative research that extends two pilot studies with local Latinas conducted over the last three years. The proposed research study on *Perceptions of Health and Physical Activity among Immigrant, Spanish-speaking Latinas in the Southwest and Midwest* will be conducted with colleagues at the University of Arizona (UA), Tucson, and Illinois Wesleyan University. Ten focus groups will be conducted with small groups of women to learn how they view “being healthy” and the relationship of physical activity to the description. The research is

significant because of the burgeoning numbers of Latinos in the US, the increase in disease with their acculturation to the US, and the lack of research with low income, Spanish-speaking Latinas, especially at two sites of immigration. Physical exercise was selected because of strong clinical evidence linking this health promotion behavior to decreased risk of obesity and Type II diabetes, a major risk factor in the Latina population. These findings will be submitted to a major Hispanic healthcare journal and abstracts to international conferences.

11/30/2007 Studies of Life History Characters of the Freshwater Snail (*Physa* sp.): What is the Relationship between Maternal Investment and Juvenile Size?

A central tenet of life history theory is that differences in maternal investment are reflected in variation in offspring size; a larger egg should yield a larger juvenile. Juvenile size is believed to be positively correlated with survivorship. In my laboratory we have not observed this relationship between egg capsule size (containing an egg and nutritive materials) and the juvenile shell of freshwater snails (*Physa* sp.). The research I propose to complete during a sabbatical leave (Spring 2009) will explore the

cause(s) of these observations through a detailed examination of the relationships among egg size (volume and biomass), juvenile size (shell length and biomass), rate of development, and rate of metabolism (oxygen consumption) of *Physa* sp. The results of this research project can be applied specifically to the ecology, evolution, and life history of freshwater snails and will test a fundamental assumption of life history theory.

11/30/2007

The connection between law and insurance will be examined and the insurability of legal damages will be questioned. The project, which will require intensive study of both court cases and risk management principles, should result in both a published article and a refereed conference presentation. It should also improve our

business law and risk management/insurance curricula by addressing this question: under what circumstances does insurance coverage for money damages in business litigation cases amount to insuring a thief against the cost to him of disgorging, or returning, the proceeds of his theft?

11/30/2007

I have set three tentative sabbatical goals. The first is to assess all aspects of the “Promise and Potential Partnership” — a mentor program for struggling middle school students. As a result of that assessment, I will write an article tentatively titled, *Promise and Potential: Understanding and meeting the needs of youth at risk of school failure*. Second, I intend to write and submit for publication the paper, *Researching childhood: Research and inquiry in teacher education*, in which I explore the ways I

embed research and inquiry in the design and implementation of my course, *Studying Children*, and the role it has in a teacher education program that emphasizes research and inquiry across the curriculum. The third goal is to continue to rewrite the Teacher Education Program’s Conceptual Framework, highlighting an emphasis on social justice. This project involves reviewing a wide-ranging body of theoretical, philosophical, and research literature for the implications for teacher educators.

11/30/2007 Inflation and its Higher Moments in the European Union

The project *Inflation and its Higher Moments in the European Union* will improve the understanding of the price-setting process followed by EU members. By conducting advanced econometric analysis on an extensive data set of producer price indexes from each EU member country I will relate the behavior of aggregate inflation to its cross-sectional second and third higher moments. Thus, this study will add several new dimensions to the current characterization of the price-setting process followed in the aforementioned union. The

project will achieve two things: (1) formally account for a frequently overlooked “inflation regularity” and (2) contribute to the study of “inflation differentials” within the EU. A better understanding of inflation and its determinants will facilitate the management of monetary policy and therefore contribute to the reduction of the general cost of living. The results of my research will be reported in a manuscript, to be published in the journal *Business Economics*.

11/30/2007 Research of Art Songs by African-American Composers in the Marian Anderson Collection at the University of Pennsylvania Library

With the exception of Negro spirituals, the art song compositions of African-Americans remain largely neglected. Due to the racial bias these composers faced during the early part of the 20th century, it was virtually impossible for them to have their music performed,

published, or recorded. My objective is to travel to Philadelphia to the University of Pennsylvania Library for a comprehensive study of the art songs, composed by African-Americans, contained in the Marian Anderson collection. The songs are in original manuscript, and,

except for the few that are included on my compact disc (released in 2001), the majority of them have never been performed nor published. It is my goal to help prepare

more of these songs for publication and performance and include them on a future compact disc.

11/30/2007 Democratic Innovation? Technology, Modernization and Development in Post-Apartheid South Africa"

This project will examine the construction and implementation of South Africa's efforts to build a globally competitive 'knowledge economy' through a National Innovation Strategy. By examining how particular sectors and technologies get prioritized, which societal interests are represented, and which kinds of knowledge are recognized as authoritative in the setting of Science and

Technology policy agendas, it will assess the tendencies of the Innovation Strategy to either advance or to hinder a modernization and development process that is broadly democratic and inclusive. The initial phase of the project will be a critical review of South Africa's science and technology strategy, to be published in a relevant Development journal.

11/30/2007 Assessing the Learning Outcomes of Students Engaged in Community Service

Now in its fourth year, Illinois Wesleyan University's Action Research Center (ARC) has established a program and structure which allows teams of students, faculty, and professionals from not-for-profit organizations to partner in service for local citizens. ARC faculty assume that students engaged in community service acquire experiential knowledge and learn organizational skills that enrich their education. Did students gain academically from

those partnerships? What were the learning outcomes for students engaged in ARC-sponsored community service? This sabbatical leave proposal addresses these questions through research analyzing secondary data from questions asked of alumni in national higher education surveys and survey data from current students. Conference papers and publications will be published based on the results.

11/30/2007

During my yearlong sabbatical (2008 – 09), I plan to finish the draft of a monograph, *The Hereford Mappa Mundi: Placement, Reception, and Perception*, that 1) contextualizes the creation and original placement of the world map (c. 1282) in Hereford Cathedral; 2) provides evidence for its use as a teaching prompt in the cathedral's north transept; 3) demonstrates how cathedral clergy (custodes) used it to edify visitors, especially pilgrims to the shrine of

St. Thomas Cantilupe (d. 1282); 4) illustrates how viewers cognized this map and other hybrid works like it; and 5) delineates the ways in which guided personal cognizance deepened and confirmed eschatological conventions—and so affirmed ecclesiastical authority. Unaccountably, no such study has been written on this, the only extant, monumental, medieval mappamundi.

11/30/2007

The primary goal of my proposed leave is to create and produce a comprehensive annotated online edition of a collection of letters written to former Illinois Wesleyan University professor John Wesley Powell between 1869 and 1879, when he led the first expedition through the Grand Canyon and directed a survey of the Colorado River Plateau. The subjects of Powell's work include the geology and geography of the American West, establishment of

anthropology as a science, public land policy, and federal policy regarding Native Americans. I will manage the process of converting images of the original handwritten letters into a digital format viewable on the Internet. I will create the data structure necessary for access to the content of the letters and develop historical context to enhance the experience of students and scholars who use the collection.

12/17/2007

In the fall of 2008, I propose to study and prepare the score to the choral/orchestral work, the *Manzoni Requiem* by Giuseppe Verdi. During the course of my sabbatical, I will be working on choral technique as it relates to conducting

vocalists. This is an area of my conducting with which I am least familiar. I will visit choral conductors at their respective universities and observe them rehearsing their choirs. During my visit, I hope to discuss with these

choral conductors and university vocal studio teachers the methods and techniques that they use in teaching the singing voice. Upon the completion of my sabbatical, I will return to Illinois Wesleyan University and prepare

the combined choirs of Illinois Wesleyan University and Second Presbyterian Church Chancel Choir with the Illinois Wesleyan University Civic Orchestra for a performance of the *Manzoni Requiem*.

12/17/2007

My sabbatical will focus on learning clarinet reed making and becoming proficient at the use of the Music Publishing Software, Sibelius.

My goal is to become proficient in using tools (formerly purchased by the university with an Artistic and Scholarly Development grant) that will allow me to consistently produce high quality clarinet reeds from tubes of cane. I will then help students use these tools as a platform for development of skills that will allow them to independently adjust and adapt commercial reeds for their own

use.

Additionally, this concentrated time will allow me to become adept in the use of *Sibelius*. This proficiency will allow for the editing and/or publishing of important band works that were available only with a condensed score or which have gone out of print. Sibelius will also be a valuable tool in arranging multi-voice excerpts for the “Fundamentals of Conducting” class assignments and exams.

12/17/2007 Completion of the Certified Practitioner/Teacher training in the Feldenkrais Method of Body Awareness

To make the impossible possible — To make the possible easy, To make the easy elegant — Moshe Feldenkrais

I plan to complete my Feldenkrais Practitioner/Teacher training in June 2009. This four-year training meets intensively each October and June for four continuous weeks. Having a sabbatical during the fall of 2008 will help me to minimize conflicts with IWU obligations and allow me to focus on the final and perhaps most critical year of the training. As human beings, we learn how best to behave to insure our survival. We learn not to cross the street when a car is coming, to look for what made a loud noise, and to spit out what seems rotten in our mouths. We also learn coping mechanisms to help us perform, or move, in the world. To lift a heavy box, we first lift our

shoulders. To appear in control or secure, we lift our chest and bring our shoulder blades together. To multitask, we hold the phone pinched between our head and shoulder. Eventually, our movement behavior changes to accommodate these coping mechanisms. They become patterns/habits—“just the way I do things”. Only when pain begins, or the pattern is no longer effective do we seek an alternative. But, often we have forgotten what the other possibilities might be. Feldenkrais offers a method to help the individual recognize existing movement patterns that they have and to open up new possibilities for alternate movement patterns. For performance artists, it offers a method of finding ease and efficiency in movement: to move with clarity and elegance.

12/17/2007

In the proposed series of prints I will be working with imagery from nature. By creatively presenting the elegant structures and forms of indigenous Illinois prairie plants I hope to convey the wonder of the prairie. Introducing visual ambiguity into my work suggests to my viewers the possibility of thinking beyond the context of a botanical illustration while considering new meanings. Strategies

for creating deliberate ambiguity may include distorting or abstracting images, creating odd juxtapositions of objects or exploring metaphorical meaning. I intend to combine techniques from both traditional and digital printmaking, layering elements to create a collage of imagery.

12/17/2007 A Middle Way: Traversing the Middle Space of Recent American Poetry and Poetics

A Middle Way: Traversing the Middle Space of Recent American Poetry and Poetics is both the title of my leave proposal and of my proposed leave’s main goal: a book of poetry criticism that investigates and critiques recent “middle space” poetry and poetic theory. “Middle space” designates the common ground that some poets and theorists recognize between two opposing camps of

recent American poetry: a more traditional/lyric/formal mainstream, and avant-garde experimenters. The concept of the middle space has been used to valorize kinds of poetry that hybridize these different poetic modes and to heal rifts that have formed in America’s poetry community. However, my examination—a revision and extension of work I have published in numerous essays

and reviews over the past five years—will uncover how talk of the middle space often has little in actuality to do with healing, productivity, or a new direction for poetry or thinking about poetry. Rather, the concept of middle

space is most often used as a cover to rationalize the maintenance of old distinctions, and problematic work and aesthetic judgments.

12/17/2007 The Beatles and Our World

This proposal for a sabbatical is to grant me the time to complete an article for a scholarly publication on the Beatles and British Invasion bands as agents of globalization. Entitled *The Beatles and Our World*, the article (and potential book) will be part of a growing subfield in United States foreign relations of utilizing cultural analyses to understanding globalization.

While everyone acknowledges the role of the Beatles in the history of the 1960s, their crucial role in creating a global youth culture has not been understood as well. No one had done more to make rock & roll the world's music

than the Beatles. Indeed, after the release of *Sergeant Pepper's Lonely Hearts Club Band*, one critic wrote (in 1967) that it had brought about a "unity of the Western Civilization not seen since the Congress of Vienna." Playing American music and speaking English, The Beatles made it easier for Americans to accept European culture. Indeed, the British groups of the Sixties did bring a European sensibility to American youth, spurring change, while to much of the world the groups served as agents of Americanization.

12/5/2008 Soviet Children's Literature in the 1930s-1940s: Institutions, Writers, Readership

During my sabbatical leave, I intend to complete my book-length study on Russian children's literature of the Soviet period that involves an investigation into the institutions governing children's literature during the time of High Stalinism as well as the study of particular genres of this literature. I have been actively working on the subject of Russian/Soviet children's literature for several years and have published widely on the subject. At present, three

of the seven proposed chapters of the new manuscript are completed and excerpts from the book have been published in professional journals. I will be completing four chapters that are dedicated to the study of the development of different genres in soviet children's literature: historical novels, adventure stories, school novels, and environmental prose.

12/5/2008 The Songs of Thibaut IV of Champagne, King of Navarre

I propose a critical edition of the songs of 13th century France's foremost lyric poet, whose corpus numbers between 60 and 70 pieces and whose intimate involvement in the major political events of his lifetime is recorded in the *Grandes Chroniques de France*. This will be the first edition which treats Thibaut's lyric as songs, i.e., which presents texts and melodies as an integrated whole. The volume will feature an introduction focusing

on historiographic, poetic and musical questions pertaining to Thibaut's life and works, while the texts, presented in the original language with facing-page translations in modern French, will be accompanied by a critical apparatus indicating manuscript selection and offering linguistic and melodic variants as well as metrical and melodic analyses. This work will be of value to both scholars and performers of medieval lyric.

12/5/2008

My sabbatical leave will provide time for research and the opportunity to revise curricular materials for some of my courses. My research will focus on the identification and documentation of fruticose and foliose lichens from reference plots in the Great Smokey Mountains National Park (GSMNP) as a component of the All Taxa Biodiversity Inventory of the biota of the GSMNP that is

now underway. I will also continue my work in the lichen herbarium by identifying and processing the backlog of specimens previously collected at various North American sites. Finally, I plan to devote time during my sabbatical to prepare PowerPoint presentations for some of my courses.

12/5/2008 Globalization and Academic Freedom: The Case of Scholar Rescue

I propose to examine the effects of globalization tendencies upon academic freedom, with regard to how academic freedom is understood, preserved, protected, and/or neglected and attached throughout the world, with specific reference to scholar rescue. I believe that this research touches upon essential questions that affect all of members of the academic community. Those questions involve the very nature of what scholarly inquiry entails, what kind of knowledge is viewed

as valuable, who controls the dissemination of such knowledge, and whether inquiry can ever be considered to be free. In addressing these questions, the research also focuses upon the relationship between the pursuit of knowledge and social responsibility as it is conceived as a part of one's professional obligation. As a result of my research, I hope to submit an article for publication in a leading higher education, human rights, or comparative education journal.

12/5/2008 Hearing with the Eye: John Goodricke's Astronomical Education

John Goodricke (1764–1786), of York, England, was an astronomical prodigy by any definition. Although profoundly deaf from childhood, he was awarded the Copley Medal, the highest honor of the Royal Society of London, at the age of 19. He observed and made the first quantitative analyses of stars which are still important today; the stars Goodricke studied have taught us about how stars evolve and about the distances to other galaxies. Although some of Goodricke's hypotheses contradicted

prevailing wisdom and thus were not initially accepted, his most significant ideas have since been shown to be correct. His observing journals remain; they offer the clearest picture of how this young genius thought and went about his work. As a Visiting Professor at the University of York, I will research and document John Goodricke's astronomical education and development. The end product will be an article for a history of science journal.

12/5/2008

The goals for my sabbatical leave are twofold. First, I plan to complete a commissioned article for the journal, *History Matters*, based on a topic related to my recently completed book, *Ghettostadt: Lodz and the Making of a Nazi City* (Harvard University Press, 2008). The article will center on the perplexing topic, long central to my interest in the Holocaust, concerning the ease with which an unprecedented campaign of state-directed annihilation accommodates varieties of disregard and diversion, particularly in the arts. In addition to behaviors suggestive

of collective indifference, are other psychological and social mechanisms at work? Does the enjoyment of the aesthetic merely disarm sensibilities or actually, in ways but dimly perceived, encourage or make possible acts seemingly antithetical to the purposes of art? Second, I seek to complete and submit a formal proposal to Harvard University Press for a new book centering on the flourishing, but precarious existence of Jewish communities in Europe in the late 1920s and early 1930s.

12/5/2008

I have two primary goals for my sabbatical leave. My first goal is to reinvigorate my clinical skills, so as to enrich my teaching and scholarship. Specifically, I propose to work with The Autism Program of Illinois, focusing on diagnostic assessment and social intervention for Illinois teens and adults with autism spectrum disorders. My second goal is to further my ongoing scholarly work. One major task will be to report two completed research projects with implications for the employability of high-functioning

individuals with ASD. A second task will be to further develop my scholarship in a new area—the application of psychological science to environmental sustainability concerns. The sabbatical will result in at least once professional conference presentation, one submitted journal manuscript, and one additional scholarly product (e.g., document prepared for use by The Autism Program of Illinois).

12/5/2008 Rome's Holy Mountain: The Rise and Fall of the Capitoline Hill

This project investigates the veneration of holy mountains and high places in the Roman empire, focusing specifically on the most important of them: the Capitoline Hill in Rome. The hill was integrated into Roman society as

its historical citadel, the location of its holiest temple, the destination of ritual processions, as well as the setting for many of the most important state ceremonies and individual rites of passage. By considering the rich body of

literary accounts of the hill, the evidence of inscriptions and archaeology, and itineraries for visitors and pilgrims to the city, this study investigates not only the processes

that led to the rise of the holy mountain, but also its material and conceptual decline in the middle ages.

12/5/2008

A sabbatical leave in 2009–10 will give me an opportunity to concentrate on three projects: complete work on the Accounting Leaders of Tomorrow (ALOT) Program; start a new high school student outreach project; and to evaluate the effectiveness of the business simulation used in Accounting 212.

For the past four years, the ALOT Program has brought high school students from Chicago and Detroit to the IWU campus for an intensive study of accounting and business careers. In order to determine the effectiveness of this program, I need to conduct a follow-up study of

participants to ascertain if we are meeting program goals. Second, I want to develop and implement another student outreach program using an automated business simulation program. This program will be conducted in cooperation with local high schools before its use is expanded to large metropolitan and international schools. We use a business simulation in BUS 212, Managerial Accounting, and while there is anecdotal evidence to support the value of such a program, a study will be conducted to evaluate its effectiveness.

12/5/2008

The proposed sabbatical project seeks to explain the determinants of the standard of living of immigrant women. Data from the Bureau of the Census (Current Population Survey) and multivariate empirical models are used to estimate equations that are then used to predict the standard of living of female immigrants and the probability that they will fall below the poverty line. Variables used to estimate the standard of living of immigrant women include both personal characteristics,

such as educational attainment and number of dependent children, and characteristics of the country of origin, such as per capita GDP. A second line of research will analyze reasons for differences in the standard of living of female Mexican immigrants compared to several other groups of more affluent female immigrants. Specific outcomes of the sabbatical will be at least two professional conference presentations and two articles submitted to professional journals.

12/5/2008

I propose studying multiple optical traps at University of Wisconsin, Madison with Professor Ryan Kershner. This sabbatical project has been recommended for funding by Petroleum Research Fund. Our collaboration will explore a variety of experiments that utilize multiple optical traps or extended optical 'landscapes' for studies of droplets and emulsions filled or decorated with tailored particles. Emulsions normally offer tortuous geometric complexity, but fundamental studies are enabled by work involving planar interfaces and droplets of fixed curvature.

Furthermore, the use of optically defined potentials may provide control of emulsion topography. Nanostructured surfaces offer further opportunities for interfacial control, both with optically spun liquid crystal droplets and with droplets that serve as delivery for organic origami, using a 2-micron droplet containing the origami piece that can be trapped and located very precisely. IWU should benefit significantly from this activity for many years beyond the sabbatical.

12/5/2008 Attitudes of Baccalaureate Nursing Students Toward Older Adults.

Chronic conditions contribute to the factors making older adults (65 and older) the largest consumers of health care resources, yet nurses are choosing intensive care nursing, pediatrics, and obstetrics over work with the elderly. This mixed (qualitative and quantitative) methods study will examine the attitudes of baccalaureate nursing students toward older adults, student's preferred work areas, and reasons for career choices. A convenience sample of 300 students from four baccalaureate nursing programs will

complete the Tuckman-Lorge Attitude Toward Old People Questionnaire, rank 10 nursing work areas, and provide information about past experiences with older adults and demographic data. Qualitative data will include reasons for choices in specific work areas, and explore factors which might change their opinions of working with older adults. This study will provide information to help design curricula to increase baccalaureate nursing students' interest in working with gerontological clients.

12/5/2008

Over ten years ago I made a choice for the School of Theatre Arts (SOTA) regarding which computer-aided drafting software program to obtain as a training tool. Using time for study and conferencing provided by my last sabbatical I chose *Vectorworks* for IWU theatre. That decision has proven to be a correct one in the long run, but I still cannot use or teach the program myself. The primary

goal of my sabbatical will be to learn to use and plan how to teach the program. Four other software programs can be utilized in relationship with *Vectorworks* to enhance design presentations and pedagogies. I will also learn to use or improve my use of them during the sabbatical. The programs are *Lightwright*, *Beamwright*, *Adobe Photoshop*, and Google *SketchUp*.

12/14/2009

This project proposes to document attitudes towards diversity and campus climate at Illinois Wesleyan University. Diversity was identified as a component of the institutional strategic plan in 2006. However, since that time there has been little systematic research conducted to understand how campus members perceive the diversity initiative and experience the climate related to diversity.

Therefore, this study will 1) analyze data regarding students' attitudes towards diversity and 2) analyze data on perceived campus climate. Based on the findings, a plan for future studies will be developed. The project will culminate with 2 publications submitted to peer-reviewed journals, most likely the *Journal of Diversity in Higher Education*.

12/14/2009 **Extraordinary Children: An Integrated Curriculum for the Gifted and Talented**

The purpose of this project is to create, devise, and implement integrated music curricular materials specifically targeting gifted and talented children (Pre/K-5th grade) enrolled in the Bloomington/Normal (and surrounding area) public and private schools. These materials will be composed and compiled for use in the schools for gifted and talented children and the elementary methods course that I teach at IWU (M332: Teaching Music in the Elementary Schools). Gifted and talented children will be previously identified by Illinois school gifted and talented programs and/or administrators, teachers, and staff. I will offer individual and small group integrated music curricular lessons and activities to the children. The teaching materials will be individualized (rather than generalized) in order to address students' diverse learning needs within all areas of the elementary school curriculum. In Howard Gardner's book entitled *Multiple Intelligences: The Theory in Practice* (1993), he identifies eight discreet intelligences: musical,

linguistic, mathematical, spatial, kinesthetic, naturalist, interpersonal, and intrapersonal intelligences. Gardner (1993) proposed that these intelligences interact with one another and that waves and streams of symbolization take place within one intelligence, then, in turn, spreading to others over time and maturation. Thus, presentation of a concept in multiple domains assures a deeper learning experience and real understanding of the subject matter. It is our responsibility as educators to identify and nurture one's individual "gifts" and "intelligences" at an early age within the school curriculum. Such curricular and pedagogical innovations may help educators determine effective methods for making optimal educational choices for our young students. The primary outcome of this project is to provide both enriching educational experiences and integrated music materials which promote life-long learning skills and opportunities for students to reach their fullest potential as human beings.

12/14/2009 **Matching, Competition and the Ideal Free Distribution**

In the natural environment, an animal is confronted with a myriad of choices. Psychologists and biologists have been studying choice in animals for decades. Two mathematical models have emerged. The matching law proposes that animals distribute behavior between alternatives in proportion to the rates of reinforcement provided. The ideal free distribution proposes that groups of animals are distributed in proportion to resource allocation. The two models are conceptually and mathematically similar, but differ because the ideal free distribution is based on the behavior of groups (as opposed to individuals), and

thus includes an aspect of inter-organism competition. The proposed projects examine similarities and differences between the models, concentrating on competition. Rats will be exposed to foraging simulations, both alone and with other rats. Data analysis will assess the degree to which the behavior of the group may be predicted from the behavior of the individuals.

12/14/2009

The first segment of my sabbatical plan is to complete an ongoing project creating a multimedia women's alphabet as well as continuing with a new painting project. During my last sabbatical I completed ten of the twenty-six "letters" of this alphabet. The goal for this work once finished is to submit it to the Women's Museum in Washington D.C. for their consideration.

For the last fifteen years my paintings have been

executed on a wood base. That base has limited the manageable size of my paintings while allowing a good bit of experimentation with the manipulation of surfaces and the shape of my images. At this point I need a change and want to work on canvas which will facilitate a different shape and size format than before. This change will demand new solutions for surface treatments as I work with a pliable and possibly unwilling base.

12/14/2009 Exploring the Geography of *All's Well that Ends Well*

I will identify and analyze an effective historical setting for Shakespeare's *All's Well That Ends Well*. Surveying existing research suggests scholars remain divided about the best era for the play. Shakespeare sets *All's Well* in Rossillion, Paris, and Florence. I have found an interesting confluence between sources Shakespeare drew upon, his play's settings, and historical conditions after the Albigensian Crusades. Initial research suggests that some of the script's difficulties might be addressed by setting *All's*

Well in the late 13th to early 14th century, a time period scholars have yet to explore. In coming months, I will continue to further analyze the play and read scholarly writings. In summer 2010 I will conduct field research in southwestern France and northern Italy, visiting locales Shakespeare has chosen for this play. During sabbatical months, I will draft three documents: a director's prospectus, a conference presentation with photographic documentation, and an article for a scholarly journal.

12/14/2009

During my sabbatical leave, I intend to make a substantial start on my second book, a reception study of Russian concert music in the United States. Since conceiving the idea in the summer of 2006, I have only been able to collect data. However, with an extended period free from daily obligations I can start the arduous task of culling music journals, the dailies of the major U.S. musical centers, and symphony orchestra records from the mid-nineteenth-century onward at the Chicago Public Library

and University of Illinois. Although the book's completion is years away, there will be at least one tangible result from my leave: a chapter that will be separately published on the reception of the not particularly Russian sounding music of Nikolay Myaskovsky which attained short-lived popularity here. This study will help define the particular qualities that made Russian music popular in the long term.

12/14/2009 Two Techniques for the Characterization of Polyazamacrocycles and Their Complexes: Single Crystal E-ray Diffraction and Potentiometric Titrations

Host-guest complexes involve complementary pairs of molecules that are designed to nest one inside the other. The ongoing strategic design of macrocyclic host molecules for the recognition and encapsulation of polyoxometalate guests requires a thorough understanding of both the intermolecular forces that attract the guest to the host and the acid-base properties of the macrocyclic host. The goals for the proposed Sabbatical Leave are to learn

the techniques of single crystal X-ray diffraction and to optimize a protocol for studying the acid/base behavior of macrocyclic ligands. X-ray diffraction allows one to elucidate the details of molecular structure, such as the positions of atoms and lengths of bonds, by observing how X-rays are scattered by a small crystalline sample of the substance under investigation.

12/14/2009 White Guys Who Prefer Not To: From Passive Resistance to Terrorist Acts

In this book project I analyze a wide variety of literary and film texts from the mid-nineteenth century to the end of the twentieth, texts created by white-male authors and auteurs about disenchanting and disaffected white-male workers, both white and blue collar. This disenchantment and disaffection, I demonstrate, are rooted in the increasingly organized, mundane and sometimes

even dishonorable nature of work and the emergence of a consumer culture associated with the corporate reconstruction of American capitalism that transformed the nature of work and social and economic relationships. In many literary and film texts, white-male workers are not only disenchanting about, but even militant in their opposition to, standardized blue- and white-collar work

routines and to dominant normative values that associate happiness and personal fulfillment with unlimited consumption rather than with productive and creative labor. Some authors who study white-male anxieties in American culture argue that those anxieties developed in response to the successes of the civil rights and women's movements of the 1960s and 1970s, a time when, as Sally Robinson asserts in *Marked Men*, white men became "marked" as white men, just another race and just another gender. Other authors, perhaps best represented by Richard Slotkin in his books *Regeneration Through Violence and Gunfighter Nation*, emphasize the political

crises of Vietnam and Watergate in order to understand a narrative transformation in which previously powerful and "superior" white-male characters can no longer win victories at home or abroad. In my study of more than 150 years of American cultural history, I demonstrate that Robinson, Susan Faludi (*Stiffed*), Slotkin and others miss the big picture, that white-male anxieties may have been exacerbated by the successes of the civil rights and women's movements and by Vietnam and Watergate, but they are evident much earlier and are associated with the larger historical changes I refer to above.

12/14/2009 Firearm Fashion: American Gun Owners and the Cultural Politics of Concealed and Open Carry

I will examine the prevailing meanings of guns among American gun owners, with the goal of highlighting a growing movement to encourage the public "open carry" of pistols in addition to enhancing the right to carry concealed weapons. I seek to address the question of why a growing number of gun owners in the U.S. seek to naturalize the visibility of a gun on a person in a larger number of public spaces. As such, a series of related questions designed to reveal the social fields within which desires

for firearms flourish and gun practices assume meaning will be critical. How and why are guns articulated with idioms of citizenship? What is the significance of the relationship of embodiment a gun has with its user, especially when the user "wears" her or his weapon? As cultural things—both material and semiotic in form—do guns become less an instrument of the mind and more a part of the mind and an extension of the self?

12/14/2009

The project is to determine how management has been handling issues of employee misconduct in the workplace during the most recent decade. First, I will determine specific forms of misconduct to be researched. Second, I will examine documented cases of the specific misconduct. Then, I will analyze trends, rules of thumb, and best practices. Finally I will compare research results with studies of published cases in the 1980s so as to examine where change has occurred and where it has not.

Primary documents for the research include published arbitration cases. The majority of the published cases are found in the Labor Arbitration Reports and the Labor Arbitration Awards. The Bureau of National Affairs and the Commerce Clearing house collectively publish nearly two thousand cases annually.

My research methodology includes an examination of cases identifying the decision to admit particular types of evidence and the weight and credibility given to each type. The methodology includes the impact of contract language on the outcome of the case and includes the factors that impact the level of penalty appropriate in the examined cases.

I anticipate writing a published paper for each specific form of the misconduct that is researched. The forms of misconduct that have already been identified include: profanity/cursing, aggressive "horseplay," making threats, physical violence, and on-duty access of pornography sites. Some of the topics I plan to analyze may be merged in the final papers I intend to publish.

12/15/2010

As an academic librarian, I am interested in studying students who choose to go beyond their major's coursework to engage in Honors-level research with a faculty mentor. While I seek to learn how these students view themselves as scholars and artists, the primary goal of my sabbatical is to understand how and why students choose to share their work, e.g., through Digital Commons @ IWU (our online archive of student and faculty work), self-publishing, or through traditional print avenues. Exploring these

questions will significantly impact my work with students around the Digital Commons by providing insight and clarity into student values, behaviors and practices. The field of librarianship will benefit as well, since undergraduate researchers as a group is an understudied population. In addition, this project will provide an inclusive and comprehensive view of undergraduate researchers that should be of interest to faculty and librarians at other liberal arts colleges and research universities.

12/15/2010

I plan to complete a rough draft of a novel centered upon the subject of golf and aimed at the mainstream audience of sports enthusiasts. This process will first involve a quick evaluation of the chief novels in this field regarding styles, characters, and storylines as well as the conventions and habits of this genre in order to ensure that my novel will be original. My goal will be to finish 250–300 pages featuring an innovative narrative voice and plot and the unique element of detailed knowledge

about golf equipment technology and its effects on the game, knowledge based on my expertise as a professionally-certified clubmaker. This project will greatly enhance and broaden my professional writing, allow me to enter a larger community of readers in our culture, and establish additional credentials and authority as a teacher of numerous creative writing classes. The project will be especially advantageous for my development as a professional writer.

12/15/2010

I intend to accomplish two goals during my sabbatical. My primary goal will be to read newer texts and scholarly publications on current teacher preparation scholarship. The opportunity to engage in deep reading and reflection will enable me to refresh and update the foundation for my work, preparing future educators to be successful in an extended career in today's educational environment. My second goal is to study the factors that contribute to

successful teaching careers by interviewing practicing teachers about the current state of the profession. I plan to submit an article for publication, but will determine which teacher education journal I will choose once I have a better idea about my data set. I will also submit a panel proposal to present at the American Educational Research Association with other colleagues working in teacher education programs.

12/15/2010

The purpose of my proposed sabbatical is to master new econometric techniques. There are three areas of econometrics in which I intend to concentrate: time-series techniques, limited-dependent-variable techniques, and panel-data techniques. These areas of econometrics continue to develop. I am not really an econometrician, and find it difficult to keep up with these developments. But, as the person in the department responsible for teaching econometrics, as well as helping with the econometric side of student research projects, I feel it is

important for me to learn more about them. This sabbatical will allow for that opportunity.

My primary means of mastering this material will occur through a personal study of more advanced texts. My primary output will be the creation of one or more user manuals that can be used by others, including colleagues and advanced economics majors in Applied Econometrics, the Senior Project, and the Advanced Research Seminar.

12/15/2010 **The Costs of Doing Business in China: Foreign Imperialists, Domestic Capitalists, and Social Upheaval in 19th and 20th Century China**

I propose to undertake two separate, but related research projects on the subject of Chinese business history. The first centers on 19th century foreign business activities in China, in particular those connected to the burgeoning tea trade. This research, growing from my work to create the London Program course, "The Bloody History of Afternoon Tea," is intended to provide the basis for a contribution to an edited book by the same title, which I am now planning to write with colleagues at the University of Illinois. The second project focuses on the mid-20th century history of China's so-called "national

bourgeoisie," a social stratum of indigenous capitalists in China who were considered one of four classes allied in the Communist-led "new-democratic" revolution of 1949. Scholars have long debated whether this grouping actually existed or rather served as an imaginary political category invented by the Communists to allow them to claim a wide base of popular support. My initial research has found this stratum to have been very real indeed, and I plan to complete the research and publish an article about this fascinating group of pro-Communist capitalists.

12/15/2010 Let the People Rule! An Exploration of Populist Politics

Scholarly reaction to the rise of populist politics usually takes one of two forms: either we dismiss populist success as a temporary spasm of voter dissatisfaction, or we decry the inherent dangers of populism for liberal democracy. The proposed sabbatical leave project will undertake

a more nuanced conceptualization of populism and develop a novel comparative framework for identifying populist parties and explaining their emergence, chances for success, and relative threat to the maintenance or consolidation of liberal democracy.

12/15/2010

The recent financial crisis has been followed by a significant restructuring process of the banking sector. Regulatory intervention, an important component of this process, has played a vital role on the resolution of the failed banks, especially through loss sharing agreements. The main goal of this project is to investigate the terms

of the loss sharing agreements used during the restructuring process and the impact of these resolutions on the local markets. The results will contribute to a stream of empirical evidence advancing the notion that traditional supervision methods must adapt to the changing nature of the environment in which banks operate.

12/15/2010 Poetry and Communities

I am requesting a sabbatical leave for the spring semester of 2012 so that I can devote uninterrupted time to continue to develop my Post-tenure Review project titled *Poetry and Communities*, which encompasses three different, but inter-related areas of action: 1) the scholarly dimension: the publication of a special edition of the journal *El Buho y el Cuervo (The Owl and the Raven)* dedicated to the issue of how contemporary Latin American poets living in exile use poetry to build communities; 2) the pedagogy and interdisciplinary dimension: development of a new

interdisciplinary course on *Poetry and Communities* with emphasis on poetry as a tool for social change and community building. The interdisciplinary dimension would be highlighted with the production of a special limited artist's edition book combining the unique aspects of letterpress printed text and relief print methods; 3) local community outreach dimension: linking the pedagogical and academic projects to the communities that we inhabit in the areas of Bloomington-Normal, Urbana-Champaign area, and the Chicago area.

12/15/2010

As an instructor of journalism and creative writing for twenty-two years at Illinois Wesleyan who has never produced a creative or New Journalistic work longer than thirty pages, I will be delighted to get the chance to work on a first draft of an experimental memoir where I'll

attempt to include elements that subvert the first-person narrative, thereby creating a fuller, more journalistically sound memoir. *I Liked Ike: A Chicago Boyhood* will recount my experiences in the Portage Park neighborhood... but with additional voices and viewpoints.

12/15/2010

If granted this one-semester sabbatical, I plan to use it to complete an article manuscript, to advance a book project, and to revise the style of delivery of my American Social Policy course. The article manuscript (on violations of transitive preference orderings in political contexts) is currently in the conference paper stage. The course (American Social Policy, PS 281) is one that I have offered about a half-dozen times and that I expect to offer on an annual basis in the future. The book project aims to bring together a series of scholars who will each contribute a chapter on a disenfranchised group (Native Americans, African-Americans, poor white southerners, recent welfare leavers, et al.) that has struggled in the absence of social safety net programs throughout American history. I plan to act as editor and the author of two chapters.

My broad objectives for this requested sabbatical involve taking advantage of the open space to improve one of my more important courses (important because I teach it annually) and to advance a couple of writing projects, which have been limited by the hustle and bustle of routine fall and spring semester work, committee service, and other on-going projects. Between teaching 6 courses a year, serving on several committees over the past few years, working as an associate editor at *Public Opinion Quarterly*, acting as our campus liaison for two study-away programs and the Truman Scholarship, and other duties, it's challenging to find quiet time to write as much as I should and to teach as well as I might.

12/15/2010

This proposal outlines a plan to continue my work with period flutes (traversi) and the literature that is peculiar to them. This on-going project represents the next step in what has become the primary focus of my research and much of my personal artistic activity. The project proposed here will involve the study of recently-composed literature written especially for specific types of early flutes. The specialized playing characteristics of these

instruments makes available to composers a number of unique sonic, technical and structural tools. Because of the mechanical and acoustical properties of the traverso, some of these techniques, while possible on the modern flute, may be exploited to a much higher, more expressive degree. The end product of this project would include a faculty recital of selections from this body of literature to be presented at the end of the spring semester, 2012.

12/5/2011

I propose to continue, refine and expand my work on the mind and character of Abraham Lincoln. Specifically, I hope to research and write the following:

1. An original drama centering on Lincoln's imagination.

2. A series of short essays revisiting the classics of Lincoln biography.

3. A novelization of my 1997 essay on the P. Quinn Harrison murder trial, Lincoln for the Defense

12/5/2011 *Chosenness and Citizenship: Reconfiguring the Judeo-Christian Tradition.*

I will work on the first chapter of my manuscript *Chosenness and Citizenship*, which is titled, *From Negative Entanglement to Confrontation*. By studying American-Jewish thinkers in the tradition of, and with methodology appropriate to, German-Jewish thought, not only do I fill an important lacuna in intellectual history but I create the conditions for bringing Jewish thought into contact with larger philosophical discussions about the role of religion and politics from which it has been largely been hitherto

removed. This is important because Jewish tradition offers views which differ from Christianity on significant political issues such as abortion and stem cell research. In addition, the philosophies of religion of these Jewish thinkers challenge the basic assumptions about revelation, belief and tradition present in the largely Christian and secularist discussions about religion and the public sphere that are currently enjoying prominence within the academy.

12/5/2011 *Project title: Escrito en español: investigación y escritura [Written in Spanish: An Introduction to Writing and Research]*

I am requesting a sabbatical leave for the spring semester of 2013 so that I can devote uninterrupted time to revise and finish the textbook manuscript *Escrito en español: investigación y escritura. [Written in Spanish: An Introduction to Academic Writing and Research]*. *Escrito en español* is an assignment-based, reading/writing intermediate language program designed as an introduction to academic writing and research in the field of Hispanic

Studies. It is the only Spanish composition program that I know of which incorporates information literacy concepts in the teaching of writing in a second language. When finished, this project will be the culmination of four years of curriculum development and research in writing pedagogy for the new Hispanic Studies course: Span 280 Reading and Writing Culture (W).

12/5/2011

A sabbatical leave during the Fall semester of 2012 will allow me the opportunity to work on a number of research and writing projects. The projects deal with the fields of wavelet analysis and combinatorics, and they consist of the following areas: my independent research in the fields, the formalization of my teaching notes, the development of new student research projects, completion of off campus research collaborations, and attendance at several professional conferences. In the field of wavelet analysis, I expect to complete papers on constructing macroelement

scaling functions and wavelets in two-dimensional Euclidean space. I also plan to finish, with a collaborator, a draft of a wavelet textbook based on my teaching notes. In the field of combinatorics, I am drawing a draft on generalized Stirling numbers. My collaborators and I also plan to build on the two papers we just completed and investigate some interesting new problems that arose from the work. Lastly, I would like to meet with my co-authors as we pursue a revision of another textbook that we are currently writing.

12/5/2011 Analysis of the effect of leaf species on *Aedes albopictus* development time using copula.

Throughout human history, the mosquito has been one of the most effective organisms that carry diseases. It has thus created a serious economic and medical burden worldwide control of the mosquito population as well as associated diseases. In addition, due to the increase in international trading and trafficking, a confined local health problem has become a global challenge. For example, dengue hemorrhagic fever and the chikungunya viruses transmitted by Asian tiger mosquito, *Aedes albopictus*, have become serious public health issues. *Aedes albopictus* was first introduced to US in early 1980s by used tire trading from Asia and commercial import of 'lucky bamboo' from China. The lack of a sufficient knowledge about environmental factors that may critically affect the development of *Aedes albopictus* has hindered efforts to efficiently control the pest. So, it is essential to understand the relationship between development times, defined as the length of time in days from

when the egg hatches to its adult emergence as *Aedes albopictus* and the effects of several different types of leaf species treatment upon developing mosquito control strategies. For this study we employ a statistical model named copula that provides a convenient way to construct joint distributions of two or more variables that represent leaf species. A copula that well-explains the association of leaf litters on mosquito performance is chosen. Using a simulation technique, a large number of simulated development times are generated based on the copula selected. From the simulated development times, we determine expected development time of female *Aedes albopictus* under various different leaf species treatments.

This project is in collaboration with Illinois Natural History Survey and the University of Illinois at Urbana-Champaign. The end product will be a manuscript for submission to a journal.

12/5/2011 An Introduction to the Principles and Practice of Green Chemistry

During my proposed full year sabbatical in 2012–2013, I plan to teach a short course (8 weeks) on green chemistry (the practice of chemistry using environmentally benign chemicals) principles in two different institutions in India, offer a mini lecture series at several other institutions, and also help the host departments incorporate green chemistry experiments into their undergraduate laboratory curriculum. I have received an invitation from The Indian Institute of Science Education and Research (IISER), Mohali, India to pursue these activities.

The opportunity for me to increase exponentially the numbers of scientists using green principles developed in my laboratory by educating future teachers elsewhere in the world is compelling and, given the nature of the work itself, necessary. The interaction with my hosts in India will provide me with significant experience in developing green chemistry applications suitable for a wide range of laboratories. With the experiences I will have gained, I can offer assistance in developing the practice of green chemistry worldwide.

12/5/2011 The Origins of Magic in Colonial Brazil

For my sabbatical leave in Spring 2013, I propose to begin a new research project on the patterns of subversive and unorthodox religious, spiritual, and healing practices in colonial Brazil (1500–1822) to determine the origins of the beliefs and practices of so-called witches and sorcerers. The central question for my study will be: "What are the religious sources for the so-called magical practices in colonial Brazil?" As I consider the elements and structures in the rituals, materials, and symbols

employed by the men and women accused of magic, I will also investigate the magical practices and religious rituals of early modern European Christians, Native Brazilians, and enslaved Africans in Brazil to discern the potential sources for colonial magic. The goal of my work is to contribute a new understanding of the cultural and religious encounters of colonial Brazil, through both conference and published papers.

12/5/2011

I plan to undertake three research goals during my sabbatical. The first is to revise and resubmit a paper on preservice teachers' mathematical understanding. This paper illustrates characteristics of preservice teachers' mathematical understanding as they engage in mathematical activities involving algebraic concepts.

The second goal is to write a paper on U.S. and Thai preservice teachers' mathematical understanding in

geometry. The primary purpose of this writing project is to review the last ten years literature on preservice teachers' content knowledge in geometry.

The third goal is to conduct a series of classroom observations to explore sociocultural factors affecting the teaching and learning of mathematics in Asian countries. The first phase of observations will be conducted in Chiang Mai University in Thailand in June 2012.

12/5/2011

I am applying for a sabbatical leave for the Spring 2013 semester. During this leave, I plan to begin work on a case studies reader that would examine specific economic policies that countries in Asia, Africa, and Latin America have implemented to address the challenges they face regarding their economic development. This reader could be used as a supplemental text in an economic

development course, as it would provide context for the students, as well as help bridge the gap that exists between theory and application. Furthermore, I would also draw upon the research necessary to create this reader to enhance both my development (ECON 355) and trade (ECON 351) courses.

12/5/2011

I wish to apply for a sabbatical leave, to be taken during the spring of 2012–13, during which I will compose one or two multi-movement works, each of which will be approximately twelve to fifteen minutes in duration, for female voice and a small chamber ensemble. I will notate the hand-written completed score(s) with a computer

notation software program, bind the score(s), and send the score(s) to prospective performers. By creating new music and by bringing it to the attention of prospective performers, I hope to secure performances of my music as well as possible commissions for new works.

12/5/2011 Travel by Land and by Sea in the First Century CD Mediterranean World

During my proposed sabbatical leave, I plan to work simultaneously on two chapters of my book, tentatively entitled, *Sandals and Ships: Travel and Communication in the First Decades of Christianity*. I will complete the necessary research, and then write chapter four, “Travel by Land” and chapter five, “Travel by Sea.” The goal of each of these related chapters is to research and then analyze the methods of travel available to early Christian missionaries in order to come to a better understanding

of how the early Christian missionaries (those working ca. 30–100 CE) were able to spread their religion around the Roman Empire. This research will change the way that New Testament scholars understand the development of early Christianity by offering a new paradigm for the dating of some New Testament texts and by demonstrating the dependency of the development of Christianity upon its context in the 1st century Roman Empire.

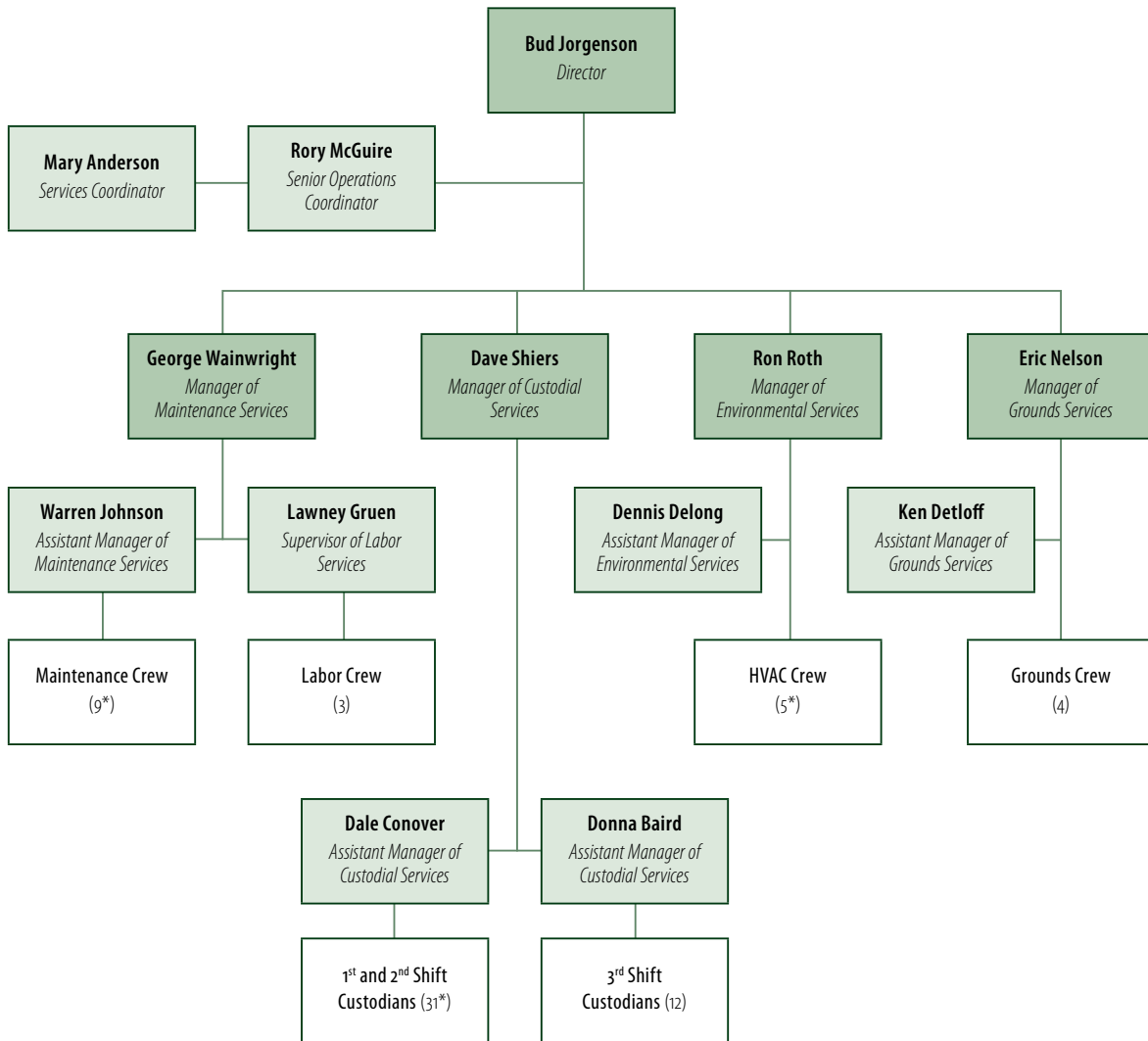
12/5/2011 Spring Tendrils for Pipa and Chinese Orchestra

Spring Tendrils will be a musical composition for traditional Chinese instruments. I will be writing for Yang Wei, a virtuoso on the pipa (Chinese lute), for whom I have written a previous composition, and the Taipei Liuqin Orchestra, an ensemble of Chinese plucked-string instruments. This will be my sixth work involving traditional Chinese instruments, and the most ambitious to date. In the manner of a concerto, the pipa will be a featured solo instrument, both accompanied by and interacting with

the orchestra, and this will be a new relationship for me to explore as a composer. Reflecting the title, the music will include gracefully curling melodic lines and flashes of springlike brightness, among other things. Because I am one of the relatively few Western composers writing for Chinese instruments, and because of the prominence of the soloist and orchestra, this project will have international significance.

APPENDIX L

Physical Plant Staff



Bud Jorgenson, Director of Physical Plant**Maintenance Services**

George Wainwright, *Manager*
 Warren Johnson, *Assistant Manager*
 Durwood Cawley, *Mechanic*
 Randy Crow, *Painter / Building
 Mechanic*
 *Bob Dillon
 Kelly Gorman, *Electrician*
 Jay Langhoff, *Sound Technician /
 Building Mechanic*
 Doyle Martin, *Mechanic*
 Paul Menendez, *Plumber*
 Tom Moore, *Carpenter*
 Steve Peterson, *Mechanic*

Labor Services

Lawney Gruen, *Supervisor*
 George Fish, *Assistant Supervisor*
 Bobby Frank, *Laborer*
 Carl Gillis, *Laborer*

Environmental Services

Ron Roth, *Manager*
 Dennis Delong, *Assistant Manager*
 Woody Braun, *HVAC Technician*
 Doug Carius, *HVAC Technician*
 Kenton Frost, *HVAC Technician*
 Troy Steidinger, *HVAC Technician*
 *Mike Weber, *HVAC Technician*

Grounds Services

Eric Nelson, *Manager*
 Ken Detloff, *Assistant Manager*
 Dan Dietsch, *Groundsman*
 David King, *Groundsman*
 Adam Rader, *Groundsman*
 Greg Whitwood, *Groundsman*

Custodial Services

Dave Shiers, *Manager*
 Dale Conover, *Assistant
 Manager*
 Mark Albright — *CNS*
 Maria Barnes — *Kemp,
 Adams*
 Martha Bosquez — *Munsell*
 Kim Bray — *Blackstock,
 English House*
 Jeanna Brown — *Stevenson,
 Wilder*
 Donita Brucker — *Holmes*
 Mark Butler — *Hanson*
 *Homer Calhoun
 Scott Campbell — *TKE, FIJI*
 Larry Claycomb — *Munsell,
 Ferguson*
 Bill Cox — *Magill*
 Vincent Davidson — *Pfeiffer*
 Ryan Diener — *Harriett Rust*
 Sam Embry — *Ferguson*
 Nora Espino-Reyes — *Ames*
 Pam Gaddis — *CLA, Park
 Place*
 Angel Garcia — *Shirk*
 Edelia Garcia — *Pfeiffer*
 Ranardo Harries —
Theta Chi, Sigma Chi
 Mike Irvin — *Security,
 Park Place, Beadles*
 Claressa Kirkwood—
Gulick, Career Center
 Kim Logston — *CNS*
 Weldon Moldenhauer —
Gulick

Steve Novel — *Ames School
 of Art*
 Nigel Olsen — *Dodds*
 Jair Patino — *Chapel,
 Observatory*
 Stephanie Ridgeway —
Martin
 Gerry Schroeder — *Hansen,
 Bookstore*
 Steve Sylvester — *Presser*
 Wanda Terven — *Dodds*
 Justin Harner — *Ames,
 2nd Shift*
 Donna Baird, *Assistant
 Manager, 3rd Shift*
 Walter Carter — *Buck*
 Judy Ekstam — *Shaw*
 Roselia Garcia — *CLA*
 Kira Guminski — *CNS*
 **Lonnie Hornke
 Dan Isaia — *CNS*
 Bruce Johnson — *CLA*
 Cindy Meridith — *Welcome
 Center*
 Byron Moore — *Shirk Center*
 Elsa Rodriguez — *CNS*
 Ron Rousey — *MacPherson,
 IT House*
 John Taylor — *Shirk*

* Employees who are currently on Long Term Disability

**Employees who are currently on extended leave

The following people also work overtime for Labor Crew from the Custodial Crew:

Kim Bray
 Walter Carter
 Ryan Diener
 Bryan Moore
 John Taylor
 Angel Garcia
 Jair Patino
 Ranardo Harries
 Martha Bosquez
 Rosie Garcia
 Nora Espino-Reyes
 Dan Dietsch — Grounds

Also working for Labor Crew occasionally are 1 or 2 people from Security

The following people also work overtime for Grounds from the Custodial Crew:

Walter Carter

The following people also work overtime for Maintenance from other areas for large events (e.g., NCAA tournament):

Dan Dietsch — Grounds
 Ken Detloff — Grounds
 Dale Conover — Custodial

Snow removal additional staff:

All of Labor Crew
 Any and all essential personnel who can make it in and help from any department including Rory McGuire and Mary Anderson

Current open positions that have not been filled:

Maintenance: 2
 Grounds: 1
 Custodial: 6 ½ positions with the ½ position being filled on January 3, 2012 by Mike Vinson

Pictured on the following page: University Librarian Karen Schmidt, Assistant Manager and Manager of Grounds Services Ken Detloff and Eric Nelson, and President Richard F. Wilson acknowledge an award from the Bloomington Citizens Beautification Committee for the contribution The Ames Library and its grounds make to the beauty of the Empire Street area.





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