

To: The IWU Community

From: Strategic Planning and Budgeting Committee (SPBC)

Subject: Work Group Membership and Responsibilities

Date: August 31, 2005

As President Wilson reported in his opening remarks at the faculty and staff breakfast on August 26, we are now ready to form work groups to propose strategies for each of the five goals endorsed by the IWU community last spring. This memo provides information on the composition of the work groups and their responsibilities. We are eager to proceed and look forward to working with many of you during this important period in the planning process. If you have questions about these materials, please don't hesitate to contact the SPBC via president@iwu.edu or mgardner@iwu.edu.

I. Composition of Strategic Planning Work Groups, 2005-06*

Identity: 2 convenors from SPBC (**Jeff Hanna, Vice President for Public Relations, and Kathy Lewton, '70, Trustee**), 3 faculty, 2 staff, 3 students, 2 alumni/ae (perhaps Trustee alumni/ae) (12 members)

Teaching and Learning: 2 convenors from the SPBC (**Roger Schnaitter, Acting Provost, and Marina Balina, Professor of Modern and Classical Languages**), FDC chair or designee, CC chair or designee, Mellon Center Director, 2 faculty, 4 students, 2 staff (13 members)

Human Resources: 2 convenors from SPBC (**Sherry Wallace, Assistant Director, University Communications, and Zahia Drici, Professor of Mathematics**), Associate Vice President for Human Resources, 2 faculty, 3 staff, 2 students (10 members)

Student Development: 2 convenors from SPBC (**Kathy Cavins, Vice President for Student Affairs, and Kevin Maliszewski, Student Senate President**), 2 faculty, 2 staff, 4 students (10 members)

Financial Resources: 2 convenors from SPBC (**Dan Klotzbach, Vice President for Business and Finance, and Dave Willis, Associate Professor of Accounting**), 2 faculty, 2 staff, 2 students, 2 alumni/ae (perhaps Trustee alumni/ae) (10 members)

*Some additional faculty, staff, or student members of the SPBC may participate in work groups from time to time

As President Wilson noted, CUPP will oversee the election of faculty representatives to the work groups, Student Senate will determine student representatives, and a new Staff Council, soon to be formed, will preside over the election of staff members. CUPP, Student Senate, and the Staff Council will communicate with their respective constituencies about the nomination and election procedures. President Wilson will work with the President of the Alumni Executive Board to select alumni members of the work groups. The goal is to have the work groups in place by the end of September.

II. Charge to Work Groups

Purpose and Scope: Work groups, co-chaired by two members of the SPBC (the successor to the Strategic Planning Steering Committee from past years), will make recommendations to the SPBC on strategies that should be used to achieve the five goals adopted by the Steering Committee in Spring 2005. The five goal statements are attached as Appendix A, as is Appendix B, a goal statement *and* a list of initial strategies for the Diversity goal adopted by the Steering Committee in Spring 2004. We will ask work groups to develop strategies for each goal that are at the same level of specificity as the strategies for the Diversity goal—that is, detailed enough to give direction to the committees and/or individuals who will be responsible for carrying out the strategy but not so detailed as to dictate tactics that the responsible party or parties must pursue.

For each strategic goal, we are seeking a balance between shorter-term and longer-term initiatives, so we will ask that work groups identify three or four strategies deemed to be of immediate importance and one or two others that are necessary but that may take longer to achieve. Although we recognize that many strategies could be devised for each goal, we will ask that lists be confined to between four and six so that it is realistically possible to make meaningful progress on all of them in the next three to five years. Please note, too, that the “possible strategies” listed under the goal statements enclosed are not binding on work groups but instead are intended to indicate the types of initiatives that might be considered; these possibilities are drawn from the ideas members of the campus community submitted to the Steering Committee in 2004-05.

Suggested Processes: We will encourage work groups to consult as widely as possible across the campus as they develop their strategies. In addition to issuing open invitations for input and arranging forums for discussion, groups might consider asking colleagues to write position papers on potential strategies or meeting with elected and appointed committees and/or the administrators most likely to be involved in pursuing the suggested strategies. We will ask that when work groups submit their reports to the SPBC, they indicate how and with whom they consulted before finalizing their lists.

Schedule and Reporting Guidelines: President Wilson’s intention is to have a planning document available, including goals statements and accompanying strategies, for discussion and adoption by the Board of Trustees at its February 2006 meeting. The SPBC will, of course, need time before that deadline to review recommendations from the work groups, to consider how to address duplication or overlap across the collective recommendations, and to standardize the format and language of the final planning documents. We will ask, therefore, that work groups submit their final reports to the SBPC by December 1, 2005.

We will also ask each group to submit an interim report to the SPBC by October 31, 2005. After receiving this set of interim reports, the SPBC will distribute a progress report on the work groups’ activities to the campus community. Before October 31, the SPBC will provide guidelines for work groups to use in preparing their interim and final reports.

Appendix A
Strategic Goals for Illinois Wesleyan University: Adopted by the Strategic Planning Steering Committee, 4/15/05

Identity. Articulate a shared understanding of Illinois Wesleyan’s identity as a residential liberal arts college with professional schools and programs.

***Rationale:** Illinois Wesleyan has a distinctive combination of programs and resources, and it is important that we effectively articulate a consensus on how our programs interconnect to serve a common purpose and to fulfill our vision. To develop this consensus, we must first answer several questions, including: What is the ideal relationship between the liberal arts and the professional schools and programs? How should differing expectations for May Term be negotiated? What is the role of information technology at a residential college? How should expectations of faculty for teaching and research or artistic creation be clarified? How should Illinois Wesleyan balance its regional commitments and national aspirations? Who are our peer institutions?*

***Possible strategies include:** organizing a series of campus-wide dialogues on the University’s identity; studying internal and external audiences’ perceptions of Illinois Wesleyan’s strengths and weaknesses; strengthening the University’s already active assessment program; creating a comprehensive plan to communicate the University’s outstanding programs and distinctive features to all of its audiences.*

Human Resources. 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.

***Rationale:** Illinois Wesleyan’s Mission Statement describes the University as “a tightly knit, supportive University community.” We recognize the critical importance of maintaining a positive working environment that allows such a community to develop and inspires faculty and staff to pursue the common goal of supporting the University’s core purposes. Through its own self-studies, the University has identified a series of recurring workplace themes--high stress levels, increased workloads, understaffing, a need for more orientation and professional development programs, tuition benefit inequities, and inconsistent communication structures--that should be addressed. We must seek ways to provide optimum support for all members of the faculty and staff in their individual roles.*

***Possible strategies include:** identifying and addressing sources of stress that affect staff and faculty; improving internal communication structures; supplementing or allocating human and financial resources to make workloads commensurate with staffing; enhancing benefits, orientation structures, and professional development opportunities as appropriate.*

Teaching and Learning. Augment teaching and learning resources to match our increased student body size, emerging curricular directions, and growing student expectations.

***Rationale:** One of the core values of Illinois Wesleyan is a commitment to improving teaching and learning. Our curricular ambitions and our students’ expectations have increased in the past decade, and we recognize that additional continuing faculty and support staff are necessary to deliver our current curriculum. Both the Mission and Vision Statements identify areas for growth, such as globalization, social justice, and environmental sustainability, which have not been fully integrated into the curriculum. In order to effectively negotiate the demands of competing academic priorities, including such critical priorities as writing instruction, we also need a more centralized curricular planning process.*

***Possible strategies include:** developing effective processes for strategic curricular planning; defining appropriate staffing levels to implement those plans; strengthening support structures for teaching and learning.*

Student Development. Enhance the campus environment so as to foster students' intellectual, social, ethical, and personal development.

***Rationale:** Recognizing the essential role that residential life and co-curricular experiences play in students' intellectual and personal development, Illinois Wesleyan invests time, energy and resources to offer comprehensive programs that help prepare students for life during and after college. The world for which we are preparing our students has become more complex, however, and both the capabilities and the expectations of our students have grown. These changes require renewed efforts to take full advantage of the University's residential character so as to afford each student challenging yet supportive opportunities for intellectual, social, ethical, and personal growth.*

***Possible strategies include:** evaluating and strengthening all student support services; improving advising; offering a richer set of residential options, including transitional housing; promoting co-curricular programs that deepen the intellectual climate on campus.*

Financial Resources. Maximize Illinois Wesleyan's financial base and focus the use of financial resources on supporting strategic goals.

***Rationale:** During the past decade, Illinois Wesleyan made remarkable strides in developing our physical plant, increasing our student population, and undertaking ambitious new curricular and co-curricular initiatives; this progress has in turn increased the University's financial requirements. At the same time, the financial landscape has changed significantly: government financial aid assistance has shrunk, endowment income has fluctuated, debt service for new buildings has increased, tuition increases have outstripped inflation, and student demographics have changed. In this new environment, the University must maintain affordability for students and ensure the stability and effective use of its financial resources to fulfill its mission and meet its strategic goals.*

***Possible strategies include:** increasing both the size of its endowment and gifts and grants for current use; continuing to identify ways to contain costs; seeking input from stakeholders on budgeting and resource plans; communicating financial information in as transparent a manner as possible.*

Appendix B
Planning Priority: Creating a More Diverse Community
Endorsed by the SPSC and the IWU Board of Trustees, Spring 2004

Goal 1--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.

The educational benefits of a diverse campus are significant; such an environment enriches the content of the curriculum, enlivens interactions in the classroom, and prepares IWU graduates to enter a world in which understanding and appreciation of diversity are increasingly demanded. The “Multicultural Study Group Report” (July 2003) notes, too, that: “Although we live in an individualistic society, that society has egalitarian goals that demand [that] all have the opportunity for an outstanding education.” (p. 5). This point was further articulated by Justice Sandra Day O’Connor in a 2003 United States Supreme Court decision on affirmative action in college admissions: “Effective participation by members of all racial and ethnic groups in the civic life of our Nation is essential if the dream of one Nation, indivisible, is to be realized...[T]o cultivate a set of leaders with legitimacy in the eyes of the citizenry, it is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity.” The message is clear: not only do we have an ethical and social responsibility to make an IWU education accessible to students with a wide range of experiences, viewpoints, cultures, and backgrounds, but unless we become a more diverse campus, IWU’s legitimacy as an institution of higher education will be challenged, and we will suffer institutionally for failing to tap into an increasingly diverse talent pool.

The IWU community recognizes that the time to act is NOW: a wealth of research on diversity nationally and globally complements reports on diversity at IWU, all of which should serve as guides for planning. The IWU community also recognizes that achieving this ambitious goal will require the same determination and commitment of resources that were required to build a world-class library.

Strategy A: Develop a campus-wide commitment to diversity as an institutional priority and foster the sustained community will to achieve the University’s diversity goals.

Strategy B: Use strong, persistent, and culturally specific practices to recruit and retain a diverse student body, with emphasis on racial and ethnic diversity.

Strategy C: Recruit and retain a diverse faculty, Cabinet, and staff, with emphasis on racial and ethnic diversity.

Strategy D: Develop and sustain a campus climate that welcomes diversity and multiculturalism and stresses their essential role in maintaining the quality of IWU’s educational programs.

Strategy E: Promote and strengthen the involvement of diverse groups of alumni, friends, and community leaders in the life of their University.