IWU 2020

A STRATEGIC PLAN FOR ILLINOIS WESLEYAN UNIVERSITY

MISSION STATEMENT

Illinois Wesleyan University, an independent, residential, liberal arts university founded in 1850, strives to attain the ideal of a liberal education while providing unique opportunities with distinctive curricula and programs. A liberal education at Illinois Wesleyan fosters creativity, critical thinking, effective communication, strength of character and a spirit of inquiry. Our curriculum deepens the specialized knowledge of a discipline with a comprehensive world view. The Illinois Wesleyan experience affords the greatest possibilities for realizing individual potential while preparing students for democratic citizenship and life in a global society. As the University pursues this ideal for all of our students, we help students to follow a wide range of career and life paths, offering diverse curricula in liberal arts, fine arts and professional programs as well as opportunities for interdisciplinary study and off-campus learning. The University through our policies, programs and practices is committed to diversity, social justice and environmental sustainability. A tightly knit, supportive university community, together with a variety of opportunities for close interaction with excellent faculty, both challenges and supports students in their personal and intellectual development.

VISION STATEMENT FOR ILLINOIS WESLEYAN UNIVERSITY

Illinois Wesleyan University will build on its achievements as an eminent, national liberal arts institution offering each of our students an education of the highest quality with distinctive opportunities for intellectual development in all majors and programs. Emphasizing the liberal arts as the core of every student's education, the University will also provide opportunities for professional or pre-professional preparation in selected fields. Guided by the promise of its motto, "Scientia et Sapientia" (knowledge and wisdom), the University will stimulate a passion for lifelong learning, seeking to help its community members make connections among ideas, values, and experiences so that they may engage more effectively in the world.

As an undergraduate, residential university, Illinois Wesleyan will provide an intellectually and artistically vibrant environment, with rich cocurricular offerings to complement the University's primary academic mission. The curriculum and cocurriculum 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.

Illinois Wesleyan will be highly selective in recruiting and retaining talented, intellectually curious students who have a strong motivation to pursue the best education that the University has to offer. 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. The University will strive to graduate individuals who are intellectually curious, socially aware, environmentally informed, ethical, and engaged citizens, who make significant contributions to their local, national, and world communities. The University will demonstrate its commitment to physical accessibility and financial affordability for all students.

The Illinois Wesleyan faculty will be excellent teachers, mentors, and advisors, who are actively engaged in the discovery and creation of knowledge and art. This talented faculty will be recruited from nationally and globally diverse backgrounds. The size of the faculty and the resources dedicated to its work will be sufficient for the University to sustain a rigorous scholarly, creative, and academic environment equivalent in quality to that of the best liberal arts colleges in the nation. The faculty's work will be supported by a strong and varied array of faculty development opportunities.

Illinois Wesleyan's staff will be united in the common goal of supporting the University's core mission. Recognizing the vital contributions of its staff members, the University will cultivate a working environment in which all staff are supported in their work, can develop and use their talents, have opportunities for advancement, and enjoy respect and recognition.

The University will aspire to create an extended University community—including not only those on campus, but alumni, trustees, parents, donors, and friends in the local community and from around the world—that is welcoming to all and committed to Illinois Wesleyan's core beliefs, which emphasize the spirit of inquiry, intellectual integrity, breadth of knowledge and understanding, tolerance of dissent, respect for cultural diversity, and strength of character. The University will work to create a community in which all members have a lifelong sense of belonging, value Illinois Wesleyan's best traditions, and respect and support the University. To this end, governance of the institution will be open and accessible to active, well-informed participation from all constituencies. To achieve and sustain its vision, Illinois Wesleyan will continue to strengthen its financial base.

04/22/2014

Teaching and Learning

Foster intellectually challenging teaching practices that actively engage students' critical and creative faculties while emphasizing the University's commitment to the liberal arts and professional programs.

Cultivating an Enriched Campus Community

Create and support a dynamic inclusive campus community that provides high-quality, student-centered, out-of-class learning experiences to prepare students for academic success, democratic citizenship, life in a global society, and a life-long affinity with Illinois Wesleyan University.

Diversity

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

Communications and Engagement

Engage University stakeholders and key external audiences via an integrated program of communications and experiences that tell and demonstrate the Illinois Wesleyan story.

Human Resources

Allocate, compensate and provide professional development as part of our ongoing efforts to recruit and retain outstanding faculty and staff and to enhance morale across campus.

Financial Resources

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

I. TEACHING AND LEARNING:

Foster intellectually challenging teaching practices that actively engage students' critical and creative faculties while emphasizing the University's commitment to the liberal arts and professional programs.

Strategy A: Enhance Support for Strengthening Teaching.

I.A1: Augment existing and develop new strategies that enhance creativity, critical thinking, and intellectual curiosity, including but not limited to:

- Project-based courses and co-curricular activities across the curriculum.
- Course and assignment design that encourages collaboration among students, both in and out of class.
- Creativity, innovation, and inquiry-based learning approaches that foster deep student curricular and co-curricular engagement within and across disciplines.
- Formal and informal collaborative learning opportunities for faculty, staff and students.
- Enhanced faculty collaborations across disciplines, departments, programs and divisions.
- Foster and support team-teaching opportunities for faculty.

I.A2: As a complement to current requirements for promotion and tenure, recognize and support scholarship aimed at developing pedagogies and teaching materials.

I.A3: Foster an environment that allows us to effectively respond to changing modes of instruction and pedagogy.

Outcome: Identify and explore appropriate "new media" for campus environment.

Outcome: Provide incentives for faculty and students who use technology to enhance learning and avenues for them to share their learning experiences with others on campus.

Outcome: Offer faculty-development workshops that give faculty a chance to experiment with using new media to enhance existing courses.

Outcome: Provide a faculty development program that models cross-disciplinary teaching strategies and projects.

Outcome: Provide internal grant opportunities to fund cross-disciplinary course development and research projects.

Outcome: Provide incentives and time to allow faculty to investigate new methods and technologies of teaching.

Outcome: Collaborate with and seek insight from peer and aspirant liberal arts colleges and national disciplinary associations to identify best practices and emerging pedagogies.

Outcome: Foster and provide incentives for faculty to develop course enhancements through technology where appropriate or to deepen their knowledge of existing online learning collaborative platforms.

I.A4: Make substantial use of assessment to improve student learning within each academic unit, General Education category and flag, and co-curricular student learning centered programs.

I.A5: Enhance programs such as teaching circles and information-literacy activities to encourage collaborative faculty work. Foster cooperation by expanding support for professional travel focused on teaching and pedagogy goals, especially to venues where best practices are shared and innovative practices are discussed.

Strategy B: Strengthen Student-Learning Opportunities. Foster innovative and intellectually challenging teaching practices that actively engage students' critical and creative faculties and that address their diverse needs, backgrounds, and ambitions. Strengthen and integrate academic advising, tutoring, and other academic support structures to enhance student learning inside and outside of the classroom.

I.B1: Create a structure for regular review and revision of the General Education Program.

I.B2: Strengthen and integrate high-impact educational practices.

Study Abroad

Outcome: Expand international exchange programs with an emphasis on providing internships as part of the study-abroad experience. Funding opportunities will be explored to ensure that socio-economic status is not a deterrent to off-campus study.

Internships

Outcome: Develop variable-credit internships so students may undertake a variety of internship experiences or a series of progressively more sophisticated internships within a single discipline.

Service Learning

Outcome: Build upon the success of the Action Research Center and other service initiatives to expand academically rooted service-learning initiatives.

Independent Research

Outcome: Explore the expansion of independent scholarly or artistic experiences for students, along with appropriate support for the advising faculty members. When appropriate, one of these will be part of a capstone experience within the major program.

I.B3: Consider adding speaking skills to the curriculum as a complement to our work in writing. Strengthen co-curricular experiences that enhance public speaking skills for students.

I.B4: Enhance learning opportunities through a more robust peer-tutoring program, which will provide meaningful work-study and enhance student retention.

Outcome: Develop University guidelines for peer tutoring to help students more easily access the help they need.

Outcome: Expand support for writing and discipline-specific tutoring.

Outcome: Continue to develop information-literacy tutoring and integration across the curriculum.

Outcome: Explore offering a tutoring course for credit.

Outcome: Support tutor training for diverse learners.

I.B5: Recognize that advising provides students with a mentoring experience with faculty regarding not only the selection of meaningful courses and navigating the curriculum, but also identifying and pursuing their passions including a thoughtful complement of co-curricular and career experiences.

Outcome: Examine the link between Gateway and first-year advising.

Outcome: Create and implement a meaningful review of the advising system.

Outcome: Integrate best practices for advising, which may include emphasis on a mentoring model and a more even distribution of advisees among the faculty.

Outcome: Place greater emphasis on finding and developing strong and dedicated advisors for our students.

Outcome: Create incentives to encourage and reward strong advisors.

Outcome: Develop and implement a regular evaluation process of advisors.

Outcome: Identify support for diverse learners including those with Americans with Disabilities Act (ADA) accommodations.

I.B6 Establish student development programs to prepare students for post-baccalaureate fellowships.

Outcome: Create initiatives to identify students early in their undergraduate experience who may be good candidates for post-baccalaureate fellowships or service programs. Develop an advisory system to help these students position themselves to be competitive for these programs.

Strategy C: Supporting Scholarly and Artistic Achievement. Recognize the interdependence of teaching and research and the multiplicity of relationships between them; strengthen and expand the existing support structures for scholarship and artistic production; develop new initiatives to promote a rigorous scholarly and creative environment; and foster productive cooperation between teaching and research in and outside of the classroom.

I.C1: Strengthen and expand existing structures by maintaining the real monetary value of the faculty development programs, including travel and grants.

I.C2: Increase the support of the Post-Tenure Review program so more senior faculty can benefit.

I.C3: Expand research and artistic exchange and residency opportunities for faculty.

I.C4: Expand opportunities for student-faculty collaborations.

I.C5: Develop new initiatives by promoting external fund-raising through targeted endowment-building (e.g., the endowment for summer fellowships) and multi-year grants (e.g. the Mellon Foundation grants for *Writing across the Disciplines, Information Literacy* and *Re-centering the Humanities*).

I.C6: Expand opportunities for faculty collaboration.

I.C7: Provide funding for student participation in scholarly conferences.

Strategy D: Expand and Improve the Writing Program, Information Literacy, and Data Literacy. Continue to improve the University Writing Program, with particular attention to the integration of information literacy and a reform of the Gateway Colloquia.

I.D1: Evaluate and reform the Gateway Colloquia.

Outcome: Identify shared outcomes for Gateway.

Outcome: Establish consistent oversight and review.

Outcome: Examine moving the Gateways into departments and programs.

Outcome: Consider offering all Gateways for first-year students in the fall semester.

I.D2: Explore enhancing the profile and identity of IWU's writing program nationally by pursuing the Certificate of Excellence for the Writing Program from the College Composition and Communication Conference.

I.D3: Continue to integrate information literacy into writing-in-the-disciplines outcomes for each department and program.

I.D4:   Strengthen the writing-intensive requirement within each major.

I.D5:   Enhance curricular offerings that develop data and information literacies.

I.D6:   Develop writing and information-literacy bridge programs for at-risk students.

Strategy E: Strategic Curricular Planning (SCP) should be carried out in an open, transparent, collegial, on-going, collaborative, and equitable way. The process will be guided by the extent to which the curricular component in question will affect the following core goals: maintain or add congruency with IWU's Mission and Vision; keep IWU current, distinctive or even unique; align with or enhance the current curriculum with corresponding resource allocations; and enhance student learning and educational outcomes.

A.E1:   To strengthen student learning and achieve these core goals, SCP will:

- develop permanent processes to link resources and curriculum;
- find mission-driven, systematic ways to offer an optimal number of courses, which may lead to reductions or additions in some places;
- strengthen communication and collaboration within and among academic units and constituencies;
- provide opportunities to discuss and prioritize cross-campus curricular plans and make additions to or reductions from the curriculum based on current and projected resources;
- work with faculty to identify curricular priorities for deciding what programs do or do not get a tenure-line, full-time visitor, or adjunct position.

II. CULTIVATING AN ENRICHED CAMPUS COMMUNITY

Create and support a dynamic inclusive[1] campus community that provides high-quality, student-centered, out-of-class learning experiences to prepare students for academic success, democratic citizenship, life in a global society, and a life-long affinity with Illinois Wesleyan University.

Strategy A: Prepare students for democratic citizenship, life in a global society, and the professional world.

II.A1: Students will develop strong leadership skills through progressive leadership programs {class-year based, identity-based (gender, race/ethnicity, LGBT+), and advocacy-center}, including peer mentoring and peer education.

Outcome: Program outcomes will be developed and used to assess student leadership and mentoring initiatives. Recommendations from assessment will be reviewed and implementation supported, when possible.

Outcome: Collaborative leadership initiatives between programs, centers and activities will be documented.

II.A2: Students will understand social justice concerns and be able to apply those concepts to their academic and leadership experiences.

Outcome: Students will regularly participate in initiatives that connect the enhanced academic exploration of social justice issues with practical opportunities that contribute to their resolution.

Outcome: Interested Registered Student Organizations (RSO's) will be engaged in promoting and educating students about social justice issues.

II.A3: Students will connect vocation, social justice, and inter-faith initiatives through leadership and service experiences.

Outcome: The Chaplain's office will develop, pilot, implement and evaluate Fall and Spring Break trips incorporating inter-faith exploration, service, and social justice.

II.A4: Students will engage in a robust, fully-integrated student experience that emphasizes collaboration regarding community service, service-learning, human rights and social justice.

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[1] *Note: The term LGBT+ will be used in this document to represent Lesbian, Gay, Bisexual, Transgender, Queer, Questioning and Ally members of the IWU community. MALANA is an acronym used to represent Multi Racial, African American, Asian American, Latino/a, and Native American community members.*

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Outcome: Create a system for collecting service and service-learning hours for students. Maintain annual Presidential Community Service Honor Roll recognition. Increase student service hours per-capita.

II.A5: Students will gain valuable professional and leadership experiences through campus-based student employment. Campus work positions will emphasize learning work-related knowledge, professionalism, and employability skills.

Outcome: Student employment position descriptions will reflect outcomes-based goals, training, and method for evaluation. Supervisors will be trained and supported about how to supervise student employees for high quality learning.

II.A6: Students will learn financial literacy skills regarding personal financial management, e.g., student loan debt.

Outcome: Identify leadership and support mechanisms for program development. Identify learning outcomes and/or a four-year learning curriculum. Develop an implementation plan including participation incentives.

II.A7: Students will understand the changing nature of the world of work and will demonstrate successful job-search and graduate school search skills required to be successful in their area of interest.

Outcome: Use graduate survey to provide data that indicate strengths and areas for improvement.

II.A8: Students and prospective students will have an opportunity to experience a summer intellectual community focused on leadership, scholarship and service. Programs might include expanded summer conferences, collaboration between Eckley Scholars/Summer Enrichment Program/Action Research Center, a summer post-baccalaureate fellowship preparation program, and other summer experiences.

Strategy B: Support Student Transitions and Academic Decisions throughout College. Enhance the undergraduate experience by bringing together academic and co-curricular experiences that address new student orientation, transitions, and the ongoing advisement of students in all spheres of their growth and development.

II.B1: Students pursuing pre-professional programs will experience a clear path to success through support programs, advising, career-related advising and graduate/professional school preparation, alumni mentoring and panel discussions, and preparation for their program of choice.

II.B2: Students will experience a smooth transition to IWU that begins with summer communication plans, continues with Turning Titan orientation, and extends to the first year residence halls. The different needs of transfer, first-year, international, MALANA, and first generation students will be considered and addressed through appropriate programming.

Outcome: A clearly-delineated, intentional communication plan will be structured and managed for maximum effect. Programs will be assessed for alignment between learning outcomes and the student experience.

Outcome: Define first generation for IWU (parents have no college, no degree, or self-identified). Identify first generation students to academic advisors and support structures. Explore pre-orientation possibility to support first generation students.

Strategy C: Maximize retention of all students by understanding the campus experience, the decision to leave the University, and improving the identified areas of concern. Goal is to maintain a freshman-to-sophomore retention rate of over 90%.

II.C1: Develop, maintain and review a consistent study of campus retention (MALANA and first-year to sophomore) for trends and actionable responses.

Outcome: Review existing processes to determine if we collect the information we need to assess fully (exit forms, etc.). Review retention rates by race to determine areas for improvement.

Outcome: Review first-generation student retention and explore supports as needed.

II.C2: Students will experience a high-quality academic and social experience consistent with their recruitment process promises. Returning students will receive information regularly about new initiatives, University successes and campus opportunities to reinforce the value of the IWU education.

II.C3: Students with disabilities and/or the need for executive functioning support will continue to receive appropriate services, supports or referrals.

II.C4: Undeclared students will be supported and guided in their decision making by academic advisors, mentors, the Advising Center and the Hart Career Center.

II.C5: Out-of-state students will be retained at the same or higher level as in-state students.

Outcome: Assuming our out-of-state student population will continue to grow, the academic calendar, residential policies, and activities programming will be examined to maximize a positive experience for out-of-state students.

II.C6: Examine the development of appropriate mechanisms so that students in programs that demonstrate high attrition will gain a sense of academic affinity and experience enhanced support.

Strategy D: Develop and maintain a dynamic inclusive campus community. Enhance and maintain a campus community deeply committed to Illinois Wesleyan through high quality communication, affinity groups, campus spirit, and historical sense of place and tradition. These connections include both the local campus community and the broader alumni community.

II.D1: Students will experience an engaging residence life program that enhances their learning experience and encourages lifelong affinity with IWU. Specific activities include: reviewing the campus residency requirement, developing a residence hall renovation master plan, and exploring strong affinity/living-learning/theme housing experiences.

Outcome: Task force will review residency requirement and present recommendations. Living-learning programs will be explored as part of the residency requirement opportunities and an implementation plan will be developed. Learning outcomes development will be part of the proposal for residence theme programs.

II.D2: Students will explore a coordinated intellectual theme annually that permeates campus dialogue through collaborative programming and contributes to a strong intellectually vibrant community. Programming includes first-year reading, speakers, symposia, and other out-of-class learning opportunities.

Outcome: A formalized process will be established to maximize inclusion, visibility, and synthesis of theme. Students will be able to identify the theme each year and connect with at least one related activity. A system of formal recognition for people who implement outstanding, new and/or collaborative theme-related programming will be developed.

II.D3: Students will have shared experiences that engage tradition and historical connection to Illinois Wesleyan. Student-centered social spaces will be used to maximize community, encourage tradition-building and increase connectivity. Possible activities would include tradition tours, the development of new traditions/revisiting of old traditions, spirit days, ghost walk, service day, etc.

Outcome: The Office of Student Activities and Leadership Programs will conduct an external review of programs and facilities.

II.D4: Students will connect with IWU events, opportunities and people through the use of social media technologies that assist with maintaining connections, influencing culture, and providing quality services.

Outcome: Offices will be asked to report information about the use of social media in annual reports.

II.D5: Students will understand the ethical use of technology regarding copyright laws, authenticity, bullying, and other social media issues.

Outcome: The Dean of Students office and Academic Affairs will track policy violations regarding technology-related offenses. Campus climate will be monitored for cyber-bullying and trends in "confessions"-related sites.

II.D6: International students will experience a positive American and campus experience. Campus supports will be explored including host family experience, English as a Second Language support, faculty development and calendar considerations.

Strategy E: Maintain high quality of life on-campus regarding campus resources and facilities.

II.E1: Students will experience (both in variety and healthy environments) quality facilities, recreation spaces and food service options. "Quality of life" refers to physical places, support, learning outcomes, and programmatic opportunities.

Outcome: Specific facilities to be explored include a new/expanded fitness area for recreational fitness, a consolidated Counseling and Consultation Services department, the Nell Eckley Lounge/Memorial Center, the location of Financial Aid Office related to visibility and accessibility for students, and on-going consideration of food service space, equipment and delivery. Spaces should be considered based on enrollment and use by current students, faculty and staff. Sodexo dining survey should be used to examine food service improvements.

II.E2: Students will use technology in ways that enhance their learning experience and their quality of life. The University will provide technologies that maximize: the ability to demonstrate learning (learning commons, e-portfolios, electronic journals); services to students; and efficiencies for faculty/staff. Information Technology infrastructure will adequately support student learning.

Outcome: EDUCAUSE TechQual+ student survey will be conducted to measure student satisfaction with technology services.

Outcome: Technology used in high-use programming spaces will be evaluated regularly to ensure high quality event support.

II.E3: Students will be knowledgeable about the safety risk factors associated with sexual assault and understand the resources for support, reporting, and advocacy.

II.E4: Outcomes measures will be developed to ensure quality decision-making about programs and services in times of limited financial resources.

III. DIVERSITY

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

Strategy A: Sustain a Commitment to Diversity. Lead a multi-faceted, cross-divisional, action-oriented 7-year plan to demonstrate commitment and resource allocation. Explore reconstituting the University Council on Diversity so that it represents all campus constituencies and includes members who have the authority to implement the strategies and initiatives outlined. Annually, each Cabinet member will report on diversity contributions, initiatives, and progress. This report will be made available to the campus community and presented to the Board of Trustees Diversity Committee. Annual reports will be compiled to demonstrate commitment and growth.

III.A1: Students, faculty, and staff will embrace the expanded definition of diversity to include gender, race, ethnicity, country of origin, sexual orientation, gender identity, ability, socio-economic status, and religion.[2] The University community will engage in discussions about the intersection of identities and the impact on the campus experience.

III.A2: The University will articulate a strong institutional statement of core values related to diversity that is consistent in the admissions and orientation processes, speaker series, and all publications (print and web-based). These core values include (but are not limited to) multicultural awareness, appreciation, respect, dignity, individuality, and inclusivity.

Outcome: The visual image of the University through print, video and web publications will reflect campus diversity.

Outcome: Campus speakers, panelists, and performers will reflect diversity such that the campus intellectual environment is inclusive of a variety of perspectives.

Outcome: Admissions, orientation, convocations, and other campus-wide events will incorporate message related to an inclusive, welcoming environment

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

III.A3: Proposed Organizational Structure:

University Council on Diversity (re-configured membership to reflect committee chairs, senior-level decision makers, and students). Charge is to coordinate all diversity efforts, create an annual "diversity report card", review institutional messages/identity related to diversity, and monitor progress on enrollment and hiring practices.

Educating for Diversity

- **Faculty Committee on Diversity (FCD)**. The FCD is charged with identifying and communicating strategies for infusing diversity into the curriculum and classroom, in order to create a more inclusive experience for all students and to prepare them for life in a global society. The focus of the FCD is on discovering and sharing related curricular resources, areas for collaboration, faculty development opportunities and assessment strategies. The FCD is an appointive committee of five faculty and elects its chair annually. Regular reporting at faculty meetings will be expected.

- **Co-Curricular Advisory Committee.** Focus is on co-curricular initiatives. Membership includes Office of Multicultural Student Affairs, International Programs, Chaplain, Safe Zone/LBGT, Engaging Diversity director, women's council, students (Senate awareness commissioner, athletics, Office of Fraternity and Sorority Life and Office of Residential Life.

- **Multicultural Fluency Committee**. Focus is on faculty and staff development of knowledge, skills and abilities for educating and serving a diverse community. Membership includes Human Resources, Staff Council, CUPP, representatives from each division, and students. Co-chairs will be selected by Staff Council and CUPP.

Creating an Inclusive Environment

- **Campus Climate Assessment Committee**. Charge is to assess the campus climate for target populations. Membership includes students, faculty, and staff. Chaired by the Assistant Vice President for Institutional Research, Planning and Evaluation.

- **Policy and Protocol Review Committee**. Charge is to review policy and reporting regarding incidents related to diversity and intolerance (including Title IX, Bias Incident, etc.). Members include Security, Provost, Human Resources, Dean of Students, Title IX Coordinator, and a representative from CUPP.

- **Diversity Leadership Team.** Leadership group consisting of the leaders of all diversity-related RSOs, Senate, athletics, Greek life, multicultural educators, engaging diversity and RHA. This team of students helps the Dean of Students keep her finger on the pulse of campus diversity issues and is available to other committees for feedback.

Outcome: The Office of Multicultural Student Affairs and International Programs (as the two specific offices that focus on underrepresented populations) will conduct an external assessment. Report recommendations will be considered and implemented, as appropriate.

Outcome: CUPP will explore methods to ensure that diversity-related committee work is reflected in the time commitments of faculty.

III.A4: The University will annually review progress reports and campus research studies regarding climate, recruitment and retention and will demonstrate responsiveness through action planning.

Strategy B: Educating for Diversity and Social Justice

III.B1: Students will engage in classroom and out-of-class discussion about diversity and social justice topics.

Outcome: The Center for Human Rights and Social Justice will be fully integrated into the life of the University.

Outcome: University-wide intellectual themes will demonstrate a commitment to diversity and social justice to enhance education for all students, faculty and staff and showcase a strong, intellectually-vibrant community.

Outcome: Undergraduate and faculty research that promote a better understanding of diversity, social justice, diverse constituencies, and/or climate will be encouraged, promoted, and funded.

Outcome: Course development grants to allow faculty to develop courses related to contemporary social justice and diversity should be considered.

Outcome: A speaker's fund will be cultivated that funds speakers from diverse backgrounds and/or speakers addressing issues of diversity and social justice.

Outcome: Course clusters that emphasize social justice will be explored.

III.B2: A review of the US Diversity flag and the Global Diversity flag for learning outcomes assessment and the ability to address contemporary diversity topics should be considered.

III.B3: Students will understand their own privilege and oppression.

Outcome: Campus peer educators (resident advisors, multi-faith ambassadors, multi-cultural educators, peer tutors, writing tutors, etc.) will feel confident in their ability to communicate with, mentor, and serve our diverse student body. Furthermore, they will have a strong understanding of their own identity in order to best facilitate dialogue with others.

Strategy C: Develop and Sustain an Inclusive Campus Climate

III.C1: Faculty and staff will feel confident in their ability to teach, advise, mentor, serve, and communicate with our diverse student body. They will demonstrate multicultural awareness, appreciation and understanding of the experiences of underrepresented groups and work to ensure a high quality experience for all students.

Outcome: The Multicultural Fluency Committee will sponsor regular professional development opportunities for faculty, staff and administrators.

III.C2: Underrepresented students will experience a positive campus climate.

Outcome: International students will have the necessary supports to transition and thrive on campus, in Illinois and the United States.

Outcome: Recommendations from the LGBT+ campus climate study will be considered and prioritized for implementation.

III.C3: The University will be responsive to acts of intolerance by establishing visible reporting processes, thorough investigative procedures, education and accountability.

Outcome: The National Survey of Student Engagement (NSSE) and the Higher Education Research Institute (HERI) College Senior Survey (CSS) will be used to study the experiences of students from different economic, social and racial/ethnic backgrounds. Data to be considered include items that review climate issues.

III.C4: Campus diversity climate will be regularly monitored, studied and reviewed for inclusivity and high quality experiences for all students.

Outcome: The HERI Diverse Learning Environments Survey will be conducted to identify a baseline for understanding our campus climate. An action plan will be developed to reinforce strengths and address concerns. Ideally, the study would be conducted again in 2020 to measure the impact of efforts during this strategic plan cycle.

Strategy D: Recruit and Retain a Diverse Student Body

III.D1: Enrollment Management will develop appropriate benchmarks for evaluating our student recruitment efforts, especially in light of new enrollment strategies.

Outcome: Enrollment levels of underrepresented students will be closely monitored to better understand the impact of new enrollment strategies on the student body.

III.D2: Underrepresented students will experience a positive campus climate, including appropriate support services, policies, and genuine commitment to their success.

Outcome: Enrollment Management will study international student recruitment and retention so we can best support this growing population. International students will retain at equal or better levels than domestic students. An action plan will be created from this study.

Outcome: Enrollment Management will conduct a thorough study of student attrition, with specific attention to underrepresented students (race/ethnicity, socio-economic status, first generation, specifically, but not limited). Underrepresented students will retain at equal or better levels than majority students.

Outcome: In comparison to majority students, underrepresented students will demonstrate equal or better levels of engagement, mentoring and satisfaction on the NSSE and HERI CSS conducted by Office of Institutional Research and Planning.

Outcome: Essential University services (specifically Counseling and Consultation Services, the Writing Center, Arnold Health Services, Hart Career Center and others) will demonstrate accessibility by reporting demographic usage by students.

Outcome: The University will continue to address student socio-economic concerns through financial aid support, an increase in endowed scholarships, and the new Promise scholarships.

Outcome: The University will continue to increase diversity of faculty and staff, as a critical component of retaining underrepresented students.

Strategy E: Recruit and Retain a Diverse Faculty and Staff

III.E1: Human Resources, Staff Council and Academic Affairs will develop clear benchmarks to measure our successes for recruiting and retaining a diverse faculty and staff.

Outcome: The annual report that is provided regarding diversity progress will demonstrate progress relative to these benchmarks.

Outcome: Data will be provided that demonstrate success in both diversifying the pool of applicants for positions, the success of candidates in receiving interviews, and ultimately hiring decisions.

Outcome: Diversity of staff at various levels of responsibility will be reviewed to ensure that campus leadership reflects diversity.

III.E2: Campus hiring authorities will understand the value of hiring for diversity and will feel confident in their ability to recruit and retain a diverse staff.

Outcome: Human Resources and Academic Affairs will develop clear hiring guidelines for faculty and staff that communicate a strong desire to hire for diversity. Guidelines will be distributed to hiring authorities every time positions are approved.

Outcome: Human Resources and Academic Affairs will develop professional development for hiring authorities regarding recruiting for diversity.

Outcome: All new staff and faculty will receive educational information about the campus commitment to diversity and how they contribute to an inclusive environment.

III.E3: Faculty and staff from underrepresented groups will experience quality mentoring and support throughout their careers.

Outcome: In comparison to majority faculty (white and/or male), underrepresented faculty will demonstrate equal or better levels of satisfaction with their employment experience.

Outcome: HERI Faculty Survey results will demonstrate a comparable work load experience (research/writing, creative performance, and administrative work) across faculty and fewer than 5% of underrepresented faculty will report subtle discrimination as a source of stress.

Outcome: Women, International, and MALANA faculty by race are proportionally represented in the ranks of the faculty, in promotion and tenure decisions, in grant application and award support, and in nomination and selection for endowed professorships.

Outcome: A comparable survey to the HERI Faculty Survey should be considered (or developed) and conducted by the University to best assess the employment experience of underrepresented staff.

Outcome: Underrepresented employees are proportionally represented in internal promotions or position advancements.

Outcome: Underrepresented staff will experience mentoring support through newly developed mentoring programs and teams.

Strategy F: Involving Constituencies that Represent Diverse Groups

III.F1: All alumni from underrepresented groups will continue a strong affinity with IWU through alumni office activities, the Alumni Board, and specialized alumni affinity groups.

Outcome: The Minority Alumni Network should consider how to be inclusive of a variety of ethnicities in their programming.

Outcome: The Pride Alumni Network will explore a collaborative Pride Summit for students, faculty and staff.

Outcome: The Women's Council will continue to develop into a support and advocacy group for women alumni, students, faculty and staff.

III.F2: Students from underrepresented groups and registered student organizations with advocacy missions will develop strong partnerships with successful alumni for education, awareness, networking and support.

IV.   COMMUNICATIONS AND ENGAGEMENT

Engage University stakeholders and key external audiences via an integrated program of communications and experiences that tell and demonstrate the Illinois Wesleyan story.

Strategy A: Branding and Core Channels. Clarify and expand the reach of the University brand to include not only communication media, but also the experiences of specific audiences both on and off campus by developing an integrated branding program to engage audiences and stakeholders.

IV.A1: Given that experiences are built on perception, adopt a brand management approach that considers key audiences' perspectives and test communications accordingly.

Outcome: Review current communications messaging to identify and evaluate existing brand identity and promise, and realign if needed.

Outcome: Define management and communication processes that strive to deliver messages and service experiences consistent with our branding truth.

Outcome: Explore the utilization of an external expert to conduct journey map studies to improve audience experiences. These studies should identify how key audiences interact with the University through various touch points and how to improve those interactions by clarifying circumstances when our message and their experiences are not consistent.

Outcome: Consider an increase in resources for managing the brand by realigning or expanding current staff or engaging external consultants.

IV.A2: Enhance the University's website, our primary communications channel with external audiences, so that it effectively conveys our brand essence and provides positive user experiences by delivering easily accessed, effectively presented and meaningful information.

Outcome: Conduct web user research to better understand the priorities and needs of specific audiences by gauging their attitude toward technology and their motivation for using the site.

Outcome: Develop a web strategy for specific audiences by considering whether we want to elicit an emotional and/or sensory response, stimulate the intellect, identify with a community or social group or motivate action.

IV.A3: Explore an increase in resources concerning both active and interactive communication and engagement on the web, including video, social media, and other digital media and innovative technologies.

Outcome: Explore the realignment of current Communications staff responsibilities and priorities to place greater focus on digital communications and services provided to University departments.

IV.A4: To ensure consistency and currency of content moving forward, charge University Communications with oversight responsibility for enhancing the website's content and design, with a focus on webpages that have the greatest impact on prospective students, as identified by Admissions.

IV.A5: In consultation with the Web Advisory Group, develop new web content guidelines/ policies and new webpage templates to provide consistent, focused and compelling content and design.

Strategy B: Campus Community. Enhance communication efforts and information sharing to build a strong institutional culture and close-knit campus community.

IV.B1: Campus community engagement: Increase awareness and access to news and events via all channels of communication.

Outcome: Ensure that those without access to website and email (e.g. Physical Plant) are kept informed about important news and events via other communications channels.

Outcome: Create a centralized location to collect news, honors, awards, and events to be shared with the campus community. Provide access to this information to offices or departments who communicate with campus constituencies,(e.g., University Communications, Admissions, Advancement, departmental webpages, etc.).

Outcome: Promote greater awareness of the various communication channels and their best practices.

IV.B2: Create a campus culture of information sharing, collaboration and research.

Outcome: Continue to streamline communication between key administrative offices to increase information sharing and collaboration and reduce redundancy.

Outcome: Explore the creation of a dedicated events video production unit in collaboration with The Ames Library and Information Technology Services that would be staffed and resourced adequately to capture campus events and performances for educational, archival and informational purposes.

Outcome: Conduct and share the results of an annual communications audit to measure the impact of internal communications programs and gain feedback and input from the campus community.

Outcome: Conduct research to learn how peer/aspirant institutions are working to inform their communities to identify best practices and benchmark our own efforts.

IV.B3: Working in collaboration with Human Resources, incorporate institutional history, traditions, values and core messages into the orientation process for new employees.

Strategy C: Prospective Students. Enhance the University's recruitment efforts by informing and engaging prospective students with meaningful narratives describing the value of an IWU experience. Given that the pragmatic and grounded millennial generation aligns with brands that clearly define its character, attention should be given to consistent experiences and narratives that exude the IWU undergraduate advantage.

IV.C1: Clarify and simplify the message of IWU's purpose to enhance its relevance and resonance with the prospective student audience.

Outcome: Define the brand character and personality. Print materials and website should be distinctive and leave the reader/visitor with a clear idea of IWU's character and personality. Define and clarify the IWU promise.

Outcome: Create a narrative, a true brand story that elicits an emotional response from prospective students. Videos telling the IWU story need to be dominant in prospective students' visit to the website. These stories should be repeated in print materials.

Outcome: Clearly define the IWU experience benefit as "The Undergraduate Advantage."

Outcome: Conduct research among prospective students to gain insights into the strength of our "undergraduate advantage" and how best to simplify and clarify our brand story.

IV.C2: Create website content and publications that are user-focused, authentic and well organized.

Outcome: Conduct scheduled website usability studies with prospective students, to ensure that important information is easily found and the user experience is positive.

Outcome: Conduct periodic qualitative studies to determine if the content is eliciting the desired emotional response.

Outcome: Expand use of video on the website and in digital communications to communicate the IWU narrative.

Outcome: Incorporate these ideas and practices into future website redesign projects.

IV.C3: Consider the use of journey mapping or digital ethnographic studies of touch points in the college selection process. These studies would follow prospective students on their journey in the process, as they learn more about IWU through a variety of communications such as IWU publications, the web site, and the face-to-face meeting with members of the campus community. This study would provide valuable feedback about the experiences of prospective students and their families.

Outcome: Expand and affirm the list of contacts between IWU and prospective students.

Outcome: Explore the utilization of an external group to conduct the journey mapping study to gain insights on whether we have alignment between our communication and the experience of prospective students.

Outcome: Integrate findings into the communication touch points and behaviors of the community.

IV.C4: Conduct thoughtful trend scans around millennial generation values, concerns, and information sources as they make decisions about college choices.

Outcome: Develop processes and procedures to uncover and address issues concerning students' dissatisfaction with University-related matters.

Outcome: Create a procedure for anyone in the campus community to make a suggestion to Cabinet level management when they become aware of an issue related to student recruitment or retention.

Outcome: Periodically conduct qualitative studies of current students to monitor progress of student-centered initiatives.

Outcome: Conduct annual student satisfaction surveys to learn what we are doing right and what issues need to be addressed, and share the results and recommended action plans with faculty and staff.

Strategy D: Alumni

IV.D1: Make alumni relationships a top University commitment using a best-practices model. This model should engage all areas of the University involved in communicating to and working with alumni. This program should invest sufficient resources to generate an increase in alumni engagement (both financial contributions and volunteer talent and time to support admissions, career programs, the University's educational mission etc.).

Outcome: Focus on alumni engagement across all parts of the campus, including a centralized approach and source for linking alumni to opportunities ranging from admissions to academics to career development to fund-raising, etc.

Outcome: Broaden our affinity group approach to an *inclusive, all alumni class-focused* approach. Examples include class-focused efforts that begin with early recruitment of class leaders and creation of class spirit during undergraduate years, and class leadership committees to provide volunteers to help plan and execute activities.

Outcome: Explore the creation of a comprehensive reunion program (multi-day, apart from Homecoming, all 5-year classes have class events, etc.).

Outcome: Actively involve faculty in alumni engagement efforts on a national and worldwide basis using contemporary communications channels.

Outcome: Create an alumni engagement index using models already in place at other schools similar to IWU, with goals for percent and level of involvement for alumni by class year.

IV.D2: Use data to drive program development and monitor progress.

Outcome: Conduct an alumni assessment program to identify alumni awareness, attitudes, perceptions, communications preferences and satisfaction with their undergraduate and alumni experiences.

Outcome: Invest the appropriate resources for data management to enhance timely access to easy-to-understand information and records.

IV.D3: Build communications channels to harness power of social media to reach and engage alumni worldwide.

IV.D4: Enhance the effectiveness of alumni programming via campus-wide coordination and collaboration.

Outcome: Create core messages that are routinely and consistently used to communicate with alumni and assign one designated point of responsibility for coordinating information being disseminated.

Outcome: Align and coordinate alumni engagement and fund-raising activities so they work from a common core of strategies, messages and carefully orchestrated activities to leverage the impact of each activity.

Outcome: Collaborate with appropriate IWU departments (e.g., Student Affairs, Career Center, Provost's office) to plan and execute alumni engagement efforts.

V. HUMAN RESOURCES

Allocate, compensate and provide professional development as part of our ongoing efforts to recruit and retain outstanding faculty and staff and to enhance morale across campus.

Strategy A: Allocation of Human Resources.

V.A1: Allocating Faculty Positions.

Outcome: Develop a mid- to long-term staffing plan for faculty:

- The Office of the Provost and Dean of the Faculty will work with the faculty to determine the optimal number of tenure lines, visiting faculty, and adjunct faculty necessary to support the academic programs of the University.

- The Office of the Provost and Dean of the Faculty will work with the faculty to implement a process for strategic curricular planning.

- The Council for University Programs and Policies (CUPP) will review the effectiveness of the process by which tenure and visiting lines and adjunct positions are allocated and analyze the effect of that process on the apportionment of faculty positions.

V.A2: Allocating Staff Positions.

Outcome: In collaboration with the Human Resources Office and Staff Council, the University will develop a mid- to long-term staffing plan:

- With College and University Professional Association (CUPA) data, local labor data, and compression issues in mind, the University will review and update the classification/compensation system for all exempt and nonexempt staff.

- Create position descriptions for all staff positions.

- Conduct a workload analysis.

- Establish and implement optimal personnel levels.

Strategy B: Compensation.

V.B1: Faculty Salaries: The University has a long-standing salary goal to meet or exceed the 80th percentile for each professorial rank and across all ranks of Category IIB institutions in the American Association of University Professors (AAUP) annual salary survey. Current salaries are at about 90% of the 80th percentile. The immediate target should be to exceed the current level.

V.B2: Staff Salaries: The review and update of the classification/compensation system will determine the staff salary structure. More broadly, staff salaries are tied to the faculty

goal, as articulated in V.B1, because changes in salary are to be made in an equitable manner.

V.B3: Benefits: Following a period of reduction of benefits, a high priority will be placed on maintaining all current benefits for faculty and staff, including but not limited to health care, tuition remission, wellness programs, and retirement contributions. In addition, over the next three to five years, TIAA-CREF contributions should be restored to 10% and matching contributions to 5%.

Strategy C: Professional Development.

V.C1: Faculty: Faculty development programs require funding at a level that supports their service as a key element in creating and sustaining an intellectually vigorous university.

NOTE: Professional development initiatives for faculty are outlined in Strategy C of the Teaching and Learning Goal.

V.C2: Staff: A structured and consistent professional development program is not in place for staff. In collaboration with Staff Council, the Human Resources Office will:

Outcome: Explore funding opportunities for a professional development program.

Outcome: Examine procedures to assure that all staff members are given equal opportunity to attend professional development activities through a structured process.

Outcome: Utilize existing resources to employ the expertise of faculty, staff, alumni, students and the IWU Associates Group to facilitate on-campus professional development programming.

Strategy D: Morale.

V.D1: Recognizing that the strength of our institution comes from its people, the University must:

Outcome: Foster an environment that sustains our sense of community and reaffirms the importance of each of us as contributors to the vitality of IWU.

Outcome: Build on the success of the Kemp Foundation Award for Teaching Excellence and the Max Starkey Award by developing additional ways to formally recognize the work of individuals on a regular basis.

Outcome: Provide opportunities for all IWU employees to suggest improvements to our University, and identify a method to acknowledge and reward the best ideas.

Outcome: Cultivate growth and sustain funding of Recognition Committee activities.

Outcome: Review the current procedures for performance evaluations for exempt and non-exempt staff. Develop performance evaluations that are consistent, clear and meaningful.

VI. FINANCIAL RESOURCES

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

Strategy A: Managing Tuition and Financial Aid.

VI.A1: Design tuition and financial aid policies that permit us to generate needed revenues, to be accessible for qualified applicants, and to recruit a strong and diverse student body.

Outcome: Move to a net tuition revenue (NTR) model for enrollment management and budgeting to most effectively generate maximum levels of net revenue and maintain the University's Mission.

Strategy B: Increasing Philanthropic Support and Growing the Endowment.

VI.B1: Consistently and substantially increase philanthropic support for Illinois Wesleyan to augment tuition as a source of operating funds, and grow the endowment fund to provide an ongoing financial base for the University.

Outcome: Upon completion of the *Transforming Lives* campaign in 2014, retain existing staff and resources in order to continue the pursuit of major gifts, scholarship support, endowed faculty positions, and to prepare for the next capital campaign.

Outcome: Invest in staff and resources to expand annual giving participation and dollars raised, with a particular focus on alumni donors, using a multi-faceted grassroots approach, working in tandem with a comprehensive alumni engagement program.

Outcome: Invest in staff and resources to expand the individual and collective efforts of the faculty and professional staff to obtain funding and external fellowships from federal, state, private, and other external sources for research and scholarship, teaching, professional development, service, and departmental and institutional goals and priorities; and support the post-award administration of these grants.

Outcome: Because IWU's current financial situation precludes adding numerous additional staff, it is important to recognize, nurture and celebrate the significant role that volunteers play in fund-raising and in support of the University's mission through a more formalized program of recruiting, retaining and engaging volunteers, coordinated as part of ongoing alumni engagement activities.

Outcome: To support all of these efforts, provide resources to enhance the University's advancement data management program, which will provide staff and volunteer fund-raisers with comprehensive, timely and accessible information.

Strategy C: Using Existing Resources Strategically.

VI.C1: Systematically review resource allocations to ensure resources are being expended in the most cost-effective and sustainable manner and consider adjustments in support of the University's strategic goals.

Outcome: Intensify efforts to increase the flexibility of resource allocations to meet strategic objectives.

Outcome: Continue to monitor the allocation of endowment investments to balance the twin goals of achieving reasonable returns and low risk.

Outcome: Reexamine priorities for major gifts in preparation for the next capital campaign.

Outcome: Conduct a careful review of the allocation of resources for construction and maintenance of physical structures, keeping environmental sustainability initiatives in mind.

Outcome: Because of the intense competition between universities for qualified students, ensure that resource allocations in the admissions area allow for appropriate responses to emerging opportunities.

Outcome: Make wise and forward looking decisions regarding the allocation of information technology resources.

Strategy D: Developing New or Enhanced Sources of Revenue.

VI.D1: Continuously explore potential additional revenue sources to enable the University to further its mission.

Outcome: Study efforts that would require faculty input/action related to academic programs. Such efforts could include, but not be limited to:

- Determining the viability of continuing to offer May Term courses, including but not limited to travel courses, in the current or a new/revised format.

- Exploring the feasibility of offering summer courses.

- Exploring the possibility of reinstituting a summer studies program where high school students can accrue University credits, such as the former College Credits in Escrow program.

- Reviewing current curricular offerings to consider adding new programs or areas of study that would attract additional students.

Outcome: Investigate non-curricular program or product opportunities that could provide additional revenues and are consistent with a university-based endeavor.

Such opportunities could include but not be limited to:

- Conducting a feasibility study to determine viability of expanding summer conferences.

- Encouraging staff and faculty to develop summer camps for high school students which could help support recruitment efforts as well as generate revenues.

- Changing the on-campus student residency requirement from two to three years.

- Exploring creation of an Innovations Center to review, approve and provide start-up funding for ideas identified that would increase revenues or would enhance the efficiency of current operations in a way that reduce expenses.