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## Quantitative Study with Faculty & Staff: Final Report

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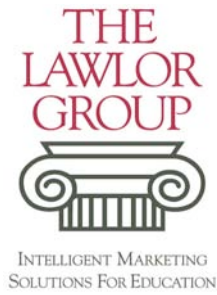
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# **Quantitative Study with Faculty & Staff: Final Report**

for

**Illinois Wesleyan University**  
*Bloomington, Illinois*

August 10, 2007

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# INTRODUCTION & BACKGROUND

## ***ASSIGNMENT***

In February of 2007, Illinois Wesleyan University (Bloomington, Illinois) retained The Lawlor Group (TLG) to conduct an Identity Assessment assignment as one part of its overall strategic planning effort. The purpose of the assignment is to help IWU better understand its identity and obtain a “collective sense of self” as it embarks on a new strategic plan. As part of that assignment—and to augment the investigation and information gathering for the overall assignment—TLG conducted a web survey with all faculty and staff. This research was intended to supplement our qualitative efforts during the site visit and provide quantitative data to support or refute our initial conclusions. This report presents the findings and data analysis from this research study.

## ***RESEARCH OBJECTIVES***

The research objectives of the quantitative study were to gather data on:

- Key descriptors of Illinois Wesleyan: current and aspirational
- Ratings of Illinois Wesleyan’s performance on key attributes
- Signature features/programs of Illinois Wesleyan
- Comparisons to competitors
- Satisfaction with performance/delivery on key attributes
- Satisfaction with the Illinois Wesleyan faculty and staff experience
- Ways to improve the experience for students and for faculty and staff
- Fulfillment of its mission

An additional strategic objective of the study was to provide a satisfaction improvement analysis to help Illinois Wesleyan determine where to invest time and resources in its identity and positioning efforts.

## ***METHODOLOGY***

### **Sample Universe**

Illinois Wesleyan provided a list of faculty and staff e-mail addresses. A total of 574 e-mail invitations were successfully sent.

### **Survey Instrument**

The survey instrument was developed by The Lawlor Group in consultation with IWU. TLG also developed the e-mail invitation to participate. (A copy of the e-mail invitation and the survey instrument are found in the Exhibits section.)

## **Data Collection**

The survey was conducted in April/May 2007 via the Internet. To help boost response rates, two \$50 Biaggi Restaurant gift cards, four \$15 Barnes & Noble gift cards, and four \$10 gift cards for Tommy's, Hattie's, or Starbucks were awarded in a drawing.

## **Data Collection Results**

Following are the final results for the data collection effort:

- Number of faculty and staff successfully e-mailed: 574
- Questionnaires submitted: 279
- ***Overall response rate:*** ***49%***

## EXECUTIVE SUMMARY OF FINDINGS

### *ATTRIBUTE RATINGS FOR ILLINOIS WESLEYAN<sup>1</sup>*

The attributes/variables that are most highly rated for IWU are:

- Friendliness of campus community
- Opportunities for students to participate in clubs and organizations
- Academic quality of the students
- Ability of students to pursue multiple academic interests
- Success of graduates
- Opportunities for students to participate in intercollegiate athletics
- Study abroad opportunities
- Personal attention from the staff

The lowest rated attributes/variables are:

- Geographic diversity of the student body
- Ethnic diversity of the student body
- Economic diversity of the student body
- Ethnic diversity of the staff
- Opportunities for staff to develop professionally
- Overall diversity of the student body
- Overall diversity of the staff

### *CURRENT DESCRIPTORS OF ILLINOIS WESLEYAN<sup>2</sup>*

The words/phrases that faculty and staff use to best describe IWU are:

- Small
- Clean
- Friendly
- Strong regional reputation
- Expensive
- Safe
- Welcoming
- Personal attention

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<sup>1</sup> Highest rated attributes are shown in descending order. Lowest rated attributes are shown in ascending order.

<sup>2</sup> Highest rated descriptors are shown in descending order. Lowest rated descriptors are shown in ascending order.

The words/phrases that least describe IWU are:

- Party school
- Boring
- Strict
- Back-up school
- Ethnically diverse
- Affordable
- Spiritual
- Religious
- Politically conservative

### ***ASPIRATIONAL DESCRIPTORS FOR ILLINOIS WESLEYAN<sup>3</sup>***

When faculty and staff were asked to choose the words/phrases that they would like IWU to be known for, the ones selected most often were:

- Academically challenging
- Great teaching
- Successful graduates
- Welcoming
- Friendly
- Supportive
- Personal attention
- Student-centered
- Intellectual
- Safe

### ***COMPARISONS TO COMPETITORS***

Illinois Wesleyan is rated better than the following four competitor institutions:

- Knox College (60% of respondents)
- Augustana College (54%)
- Beloit College (44%)
- DePauw University (28%)

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<sup>3</sup> Highest rated descriptors are shown in descending order. Lowest rated descriptors are shown in ascending order.



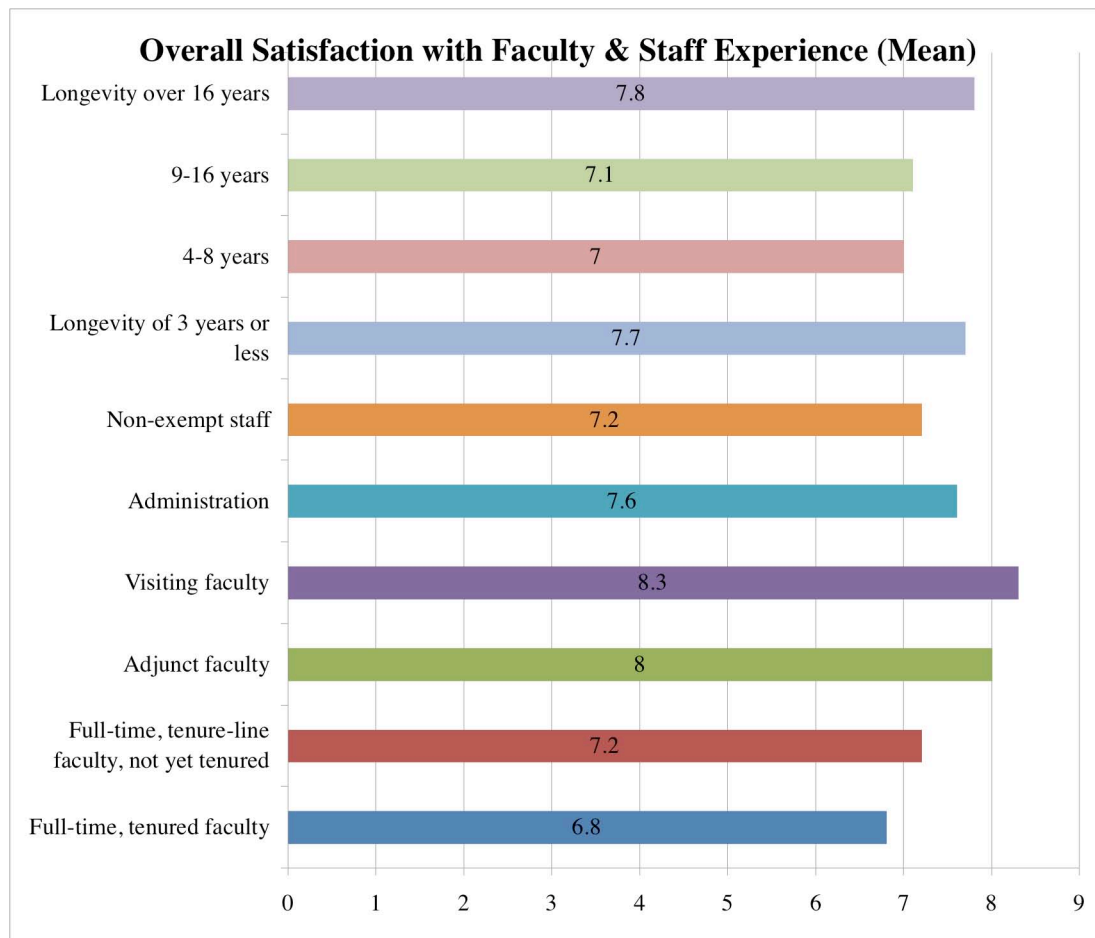
The top four institutions rated better than IWU are:

- Northwestern University (67%)
- University of Chicago (61%)
- University of Notre Dame (53%)
- Washington University (47%)

### ***SATISFACTION LEVELS***

Overall satisfaction with the Illinois Wesleyan experience had a mean score of 7.4 on the 10-pt. satisfaction scale. This puts overall satisfaction in the middle of attributes/variables rated for IWU's delivery/performance, with about half of the variables being rated higher and half being rated lower.

Full-time, tenured faculty give IWU the lowest overall satisfaction mean rating. Visiting faculty give it the highest satisfaction mean rating. Regarding longevity with IWU, those with the fewest and the most years are more likely to be satisfied overall.



### ***SATISFACTION INDEX AND IMPROVEMENT POTENTIAL***

A statistical approach was used to determine how important the attributes were to respondents. This was then combined with the performance ratings. This process is more fully explained in the Detailed Findings section of the report. When a multivariate statistical analysis was run on the IWU attribute performance ratings, the Satisfaction Index (SI), a 1 to 100 scale, came out at 69.1. In our experience with previous research studies, this is a little lower than average, where Satisfaction Index scores tend to range from 60 to the mid 80s.

In addition to providing a Satisfaction Index score for all faculty and staff combined, a separate analysis was run based on their current position at IWU. The following are those SI scores:

<b>Position at IWU</b>	<b>SI</b>
Full-time, tenured faculty	63.4
Full-time, tenure-line faculty, not yet tenured	66.8
Adjunct faculty	80.2
Visiting faculty	70.8
Administration	71.7
Non-exempt staff	69.7
All Respondents	69.1

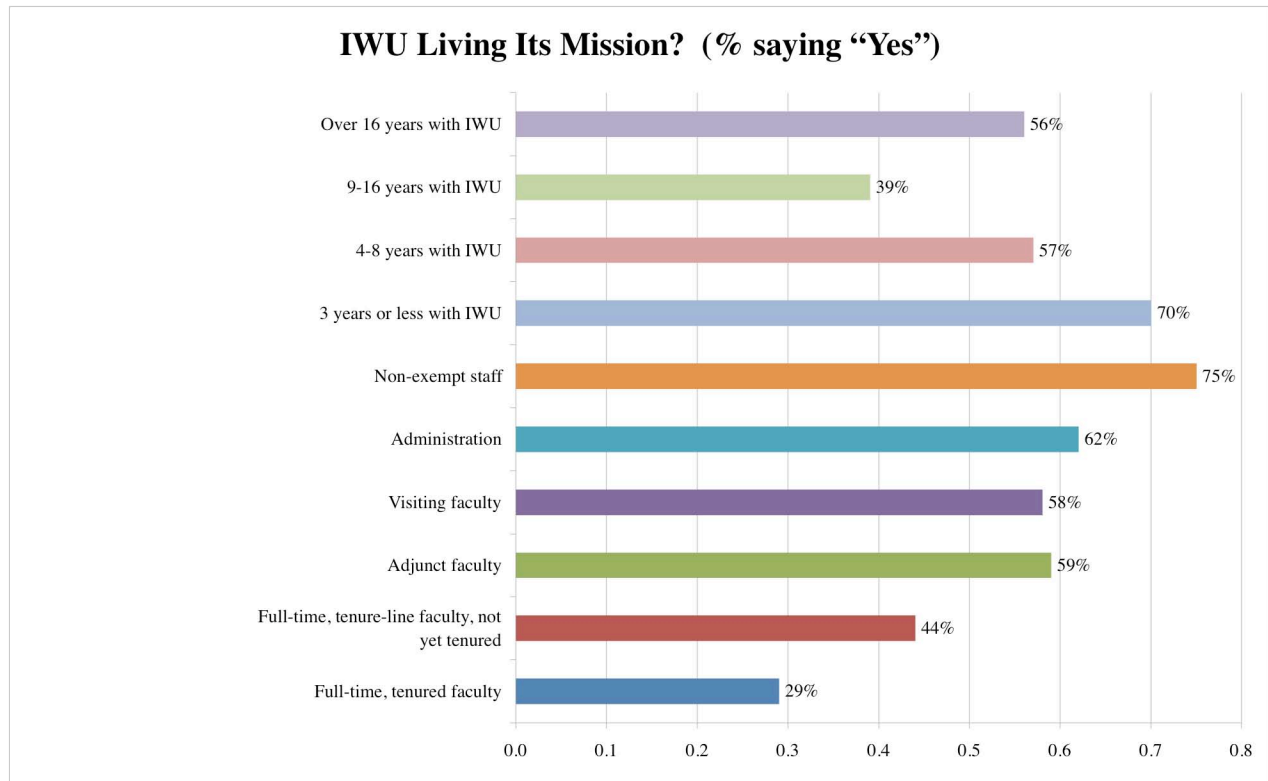
Full-time faculty, especially those who are tenured, have substantially lower satisfaction index scores, particularly when compared to adjunct faculty. Adjunct faculty have a very high satisfaction index.

The following table shows the attributes with the highest Improvement Potential Scores (IPS). The score shows the amount of improvement that would be added to the Satisfaction Index if the attribute had a perfect score from faculty and staff in their ratings. The top score attributes are where IWU should put its improvement efforts.

<b>Attribute Label</b>	<b>IPS</b>
Opportunities for staff to develop professionally	2.038
Internally promotes a shared understanding of the University's identity	1.816
Faculty and staff respect one another	1.791
Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)	1.553
Overall diversity of the staff	1.541
Use of technology in courses	1.395
Encourages students to take intellectual risks	1.359
Opportunities for faculty to develop professionally	1.157
Faculty actively publish in their fields	1.089
Reputation in the liberal arts	1.061

## ***LIVING ITS MISSION***

Respondents were provided with Illinois Wesleyan University's mission. Fifty-five percent of the respondents said that they felt that IWU is living its mission. Those with the lowest percentage indicating they felt IWU was living its mission were full-time, tenured faculty—29 percent agreed that the University was living up to its mission. As in other ratings, non-exempt staff (75% saying “yes”) and those with 3 years or less at IWU (70%) are more likely to have a positive view of IWU.



## ***SUGGESTIONS FOR SHORT- AND LONG-TERM FOCUS***

### **Immediate/Short Term**

Respondents were asked what they believe the University should focus on in the immediate/short term. Some of the more frequently given responses to this question included :

- Improve compensation
- Increase resources
- Increase endowment/control costs/lower tuition and dependence on it
- Increase diversity
- Hire more teachers and increase quality
- Strengthen liberal arts core

## Long Term

Suggested improvements for the long term included:

- Improve diversity
- Economic stability while remaining affordable
- Improve academic rigor
- Improve salaries
- Increase the endowment
- Expand the campus/facilities

## ***CHARACTERISTICS OF THE RESPONDENTS***

Respondents to the survey had the following characteristics:

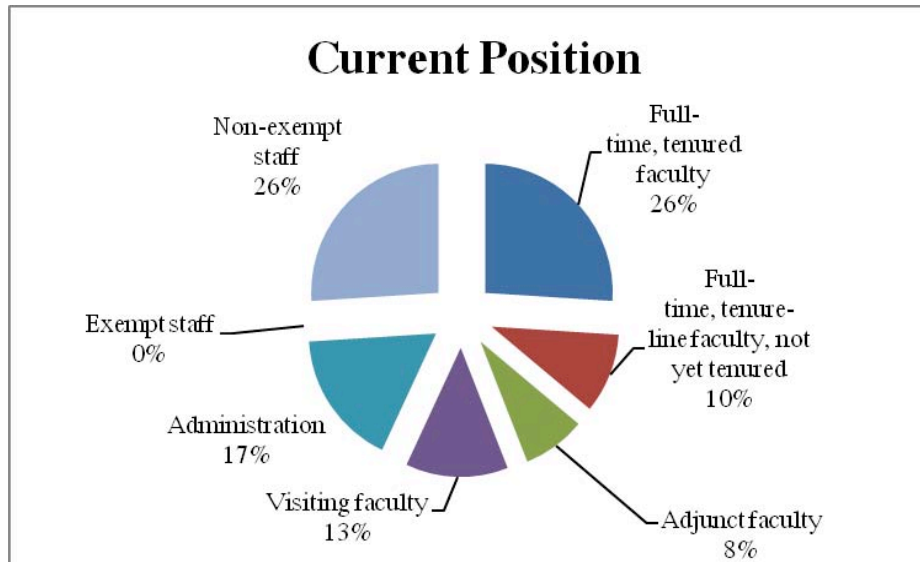
- Current position:
  - Full-time, tenured faculty 26%
  - Full-time, tenure-track faculty, not yet tenured 10%
  - Adjunct faculty 8%
  - Visiting faculty 13%
  - Administration 17%
  - Exempt staff 0%
  - Non-exempt staff 26%
- Areas represented by faculty respondents:
  - Humanities 27%
  - Natural sciences 21%
  - Nursing 7%
  - Art/Music/Theatre arts 21%
  - Social sciences 16%
  - Business/Economics 8%
- Administrative areas represented by Administration and Staff:
  - Academic department or division 20%
  - Physical plant 9%
  - Student affairs 18%
  - Administrative office other than Student Affairs 53%
- Longevity with IWU:
  - 3 years or less 25%
  - 4-8 years 26%
  - 9-16 years 26%
  - Over 16 years 23%

## DETAILED FINDINGS

### DEMOGRAPHICS

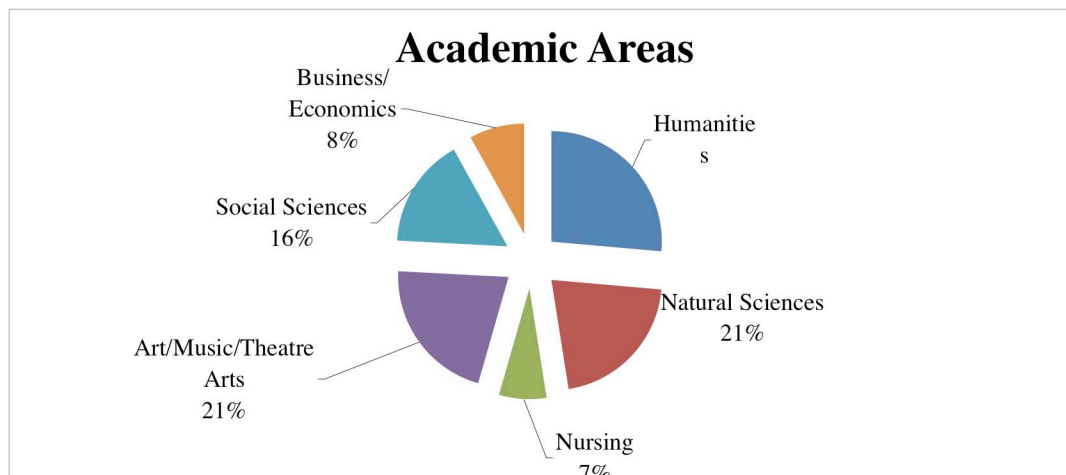
#### Current Position

Full-time faculty accounted for over one-third of the respondents. Non-exempt staff were an additional quarter of the respondents.<sup>4</sup>



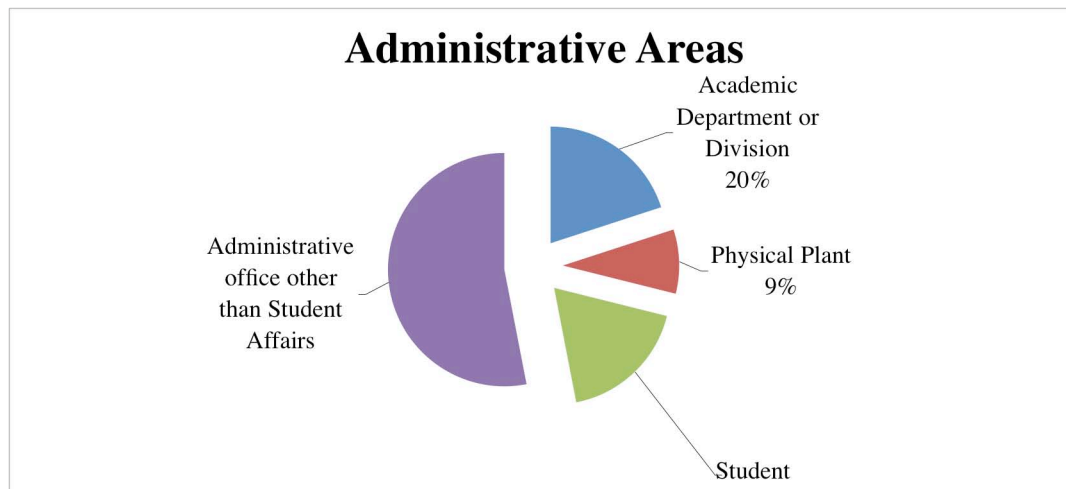
#### Areas Represented Among the Respondents

Academic areas represented by the faculty respondents were mainly humanities, natural sciences, and arts/music/theatre arts.



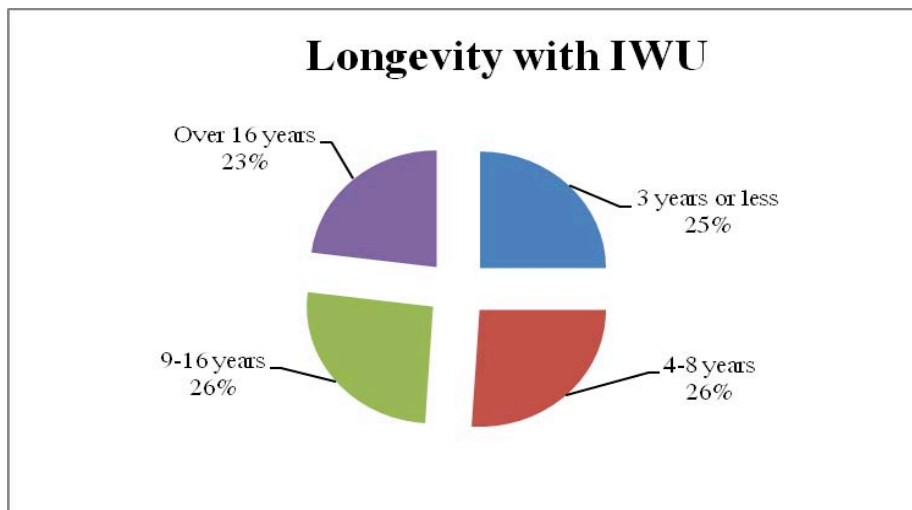
<sup>4</sup> There were no exempt staff that answered the online questionnaire.

Administrative areas represented by the staff were primarily administrative offices other than student affairs.



### Longevity with IWU

Respondents have been with IWU for 10.8 years on average (mean number of years).<sup>5</sup>



<sup>5</sup> Respondents were divided into four approximately equal groups (quartiles) based on their longevity with IWU.

## ***RATINGS OF ILLINOIS WESLEYAN'S PERFORMANCE***

### **Satisfaction with Performance**

The attributes/variables that are most highly rated for IWU are:

- Friendliness of campus community
- Opportunities for students to participate in clubs and organizations
- Academic quality of the students
- Ability of students to pursue multiple academic interests
- Success of graduates
- Opportunities for students to participate in intercollegiate athletics
- Study abroad opportunities
- Personal attention from the staff

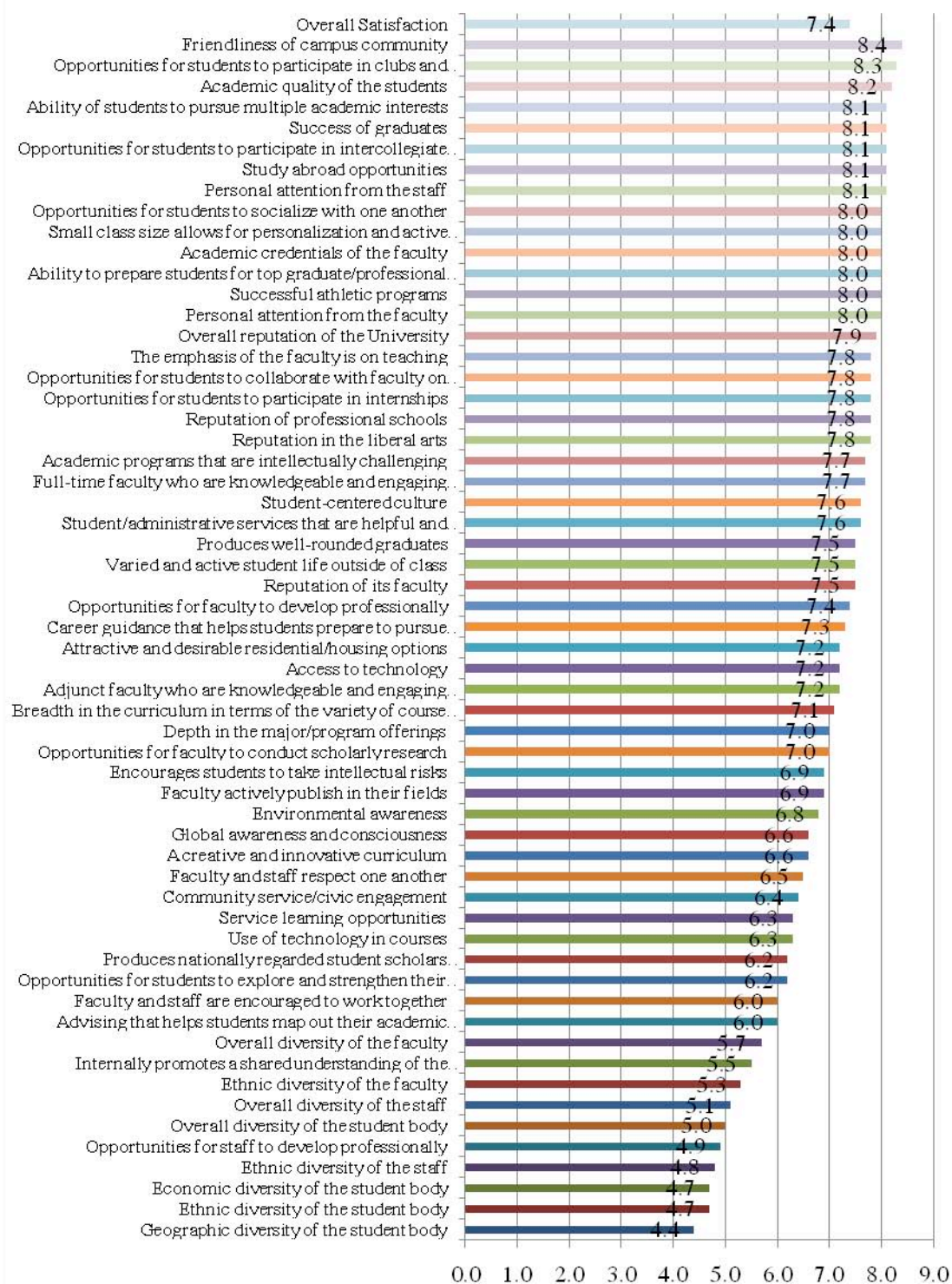
The lowest rated attributes/variables are:

- Geographic diversity of the student body
- Ethnic diversity of the student body
- Economic diversity of the student body
- Ethnic diversity of the staff
- Opportunities for staff to develop professionally
- Overall diversity of the student body
- Overall diversity of the staff

The lowest ratings are primarily focused on diversity. The diversity attributes are rated substantially below other attributes. Lack of diversity in all areas is seen as a major issue at IWU.

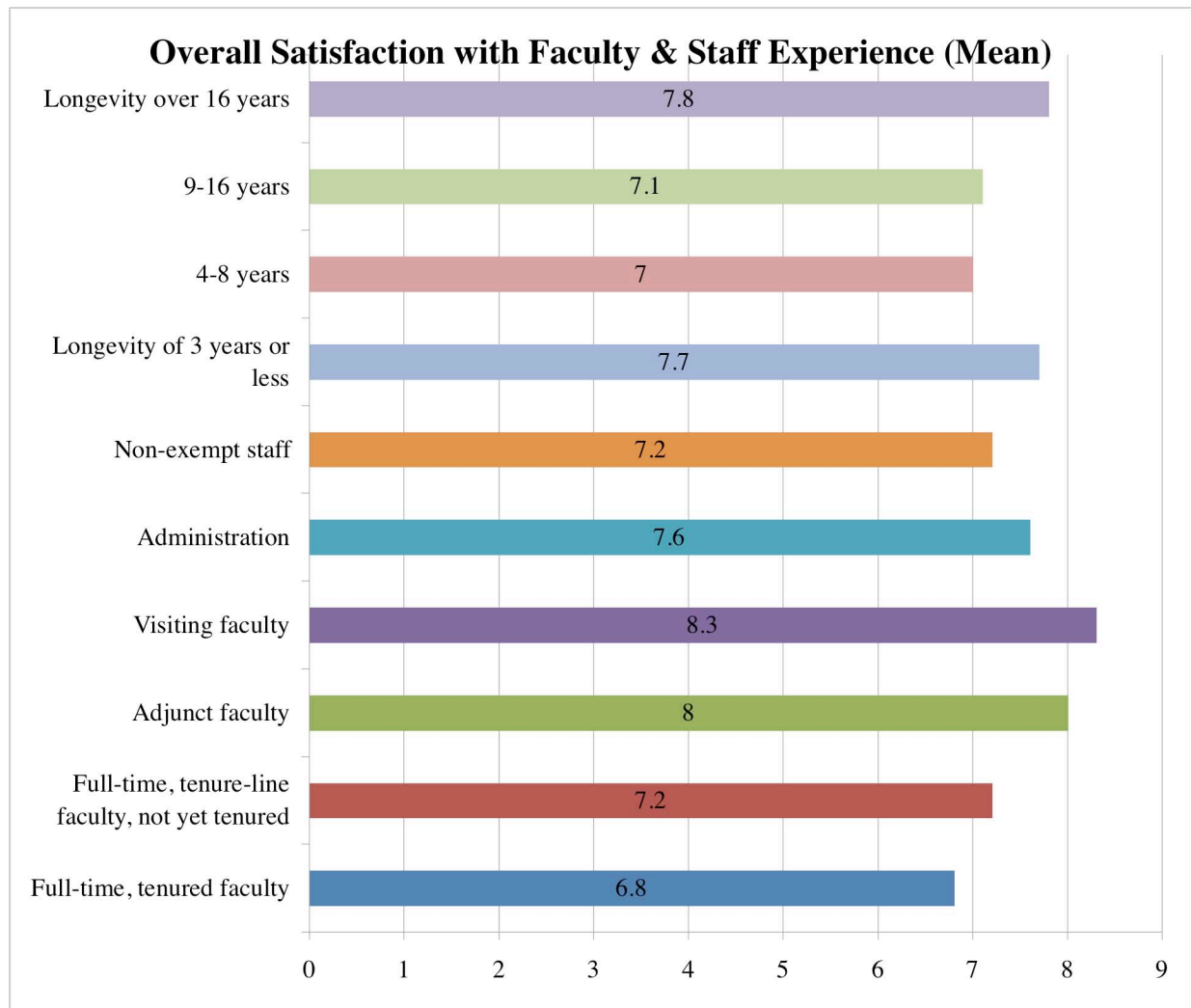
Overall satisfaction with the Illinois Wesleyan experience had a mean score of 7.4 on the 10-pt. satisfaction scale. This puts overall satisfaction in the middle of attributes/variables rated for IWU's delivery/performance, with about half of the variables being rated higher and half being rated lower, as shown on the chart on the following page.

## Performance/Satisfaction Ratings for IWU : Mean Score on 10-pt. Scale





As seen below, full-time, tenured faculty give IWU the lowest overall satisfaction rating. Visiting faculty give it the highest mean rating. Regarding longevity with IWU, those with the fewest and the most years are more likely to be satisfied overall.



## ***DEMOGRAPHIC SEGMENTATION OF SATISFACTION WITH ATTRIBUTES***

### **Current Position at IWU**

#### ***Highest Rated<sup>6</sup>***

Full-time, tenured faculty are most satisfied with:

- Opportunities for students to participate in intercollegiate athletics
- Opportunities for students to participate in clubs and organizations
- Friendliness of campus community
- Successful athletic programs
- Opportunities for students to socialize with one another
- Academic credentials of the faculty
- Personal attention from the faculty

Full-time, tenure-line faculty, not yet tenured are most satisfied with:

- Opportunities for students to participate in clubs and organizations
- Successful athletic programs
- Attractive and desirable residential/housing options
- Opportunities for students to participate in intercollegiate athletics
- Success of graduates
- Opportunities for students to participate in internships

Adjunct faculty are most satisfied with:

- Small class size allows for personalization and active student participation
- Study abroad opportunities
- Success of graduates
- Academic credentials of the faculty
- Ability of students to pursue multiple academic interests
- Friendliness of campus community

Visiting faculty are most satisfied with:

- Friendliness of campus community
- Ability of students to pursue multiple academic interests
- Opportunities for students to participate in clubs and organizations
- Academic quality of the students
- Opportunities for students to collaborate with faculty on scholarly or creative projects
- Personal attention from the staff

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<sup>6</sup> Highest rated attributes are shown in descending order. Lowest rated attributes are shown in ascending order.

Administration staff are most satisfied with:

- Friendliness of campus community
- Small class size allows for personalization and active student participation
- Academic quality of the students
- Personal attention from the staff
- Ability to prepare students for top graduate/professional schools
- Success of graduates
- Academic programs that are intellectually challenging

Non-exempt staff are most satisfied with:

- Academic quality of the students
- Personal attention from the staff
- Study abroad opportunities
- Reputation in the liberal arts
- Small class size allows for personalization and active student participation
- Ability of students to pursue multiple academic interests
- Personal attention from the faculty
- Overall reputation of the University

### ***Lowest Rated***

Full-time, tenured faculty are least satisfied with:

- Geographic diversity of the student body
- Ethnic diversity of the student body
- Ethnic diversity of the staff
- Overall diversity of the student body
- Economic diversity of the student body
- Ethnic diversity of the faculty

Full-time, tenure-line faculty, not yet tenured are least satisfied with:

- Ethnic diversity of the student body
- Geographic diversity of the student body
- Overall diversity of the student body
- Economic diversity of the student body
- Ethnic diversity of the staff

Adjunct faculty are least satisfied with:

- Geographic diversity of the student body
- Ethnic diversity of the student body
- Economic diversity of the student body
- Overall diversity of the student body
- Ethnic diversity of the staff
- Overall diversity of the staff

Visiting faculty are least satisfied with:

- Geographic diversity of the student body
- Ethnic diversity of the staff
- Ethnic diversity of the faculty
- Overall diversity of the staff
- Opportunities for staff to develop professionally
- Overall diversity of the faculty

Administration staff are least satisfied with:

- Geographic diversity of the student body
- Economic diversity of the student body
- Ethnic diversity of the staff
- Ethnic diversity of the student body
- Overall diversity of the staff
- Ethnic diversity of the faculty

Non-exempt staff are least satisfied with:

- Opportunities for staff to develop professionally
- Geographic diversity of the student body
- Economic diversity of the student body
- Ethnic diversity of the staff
- Ethnic diversity of the student body
- Faculty and staff are encouraged to work together

## Satisfaction with Attributes of IWU by Current Position

	Which of the following best describes your current position at Illinois Wesleyan?					
	Full-time, tenured faculty	Full-time, tenure-line faculty, not yet tenured	Adjunct faculty	Visiting faculty	Admin.	Non-exempt staff
	Mean	Mean	Mean	Mean	Mean	Mean
Overall reputation of the University	7.3	7.5	8.6	8.1	8.0	8.3
Reputation in the liberal arts	6.8	7.6	8.7	7.9	8.0	8.4
Reputation of professional schools	7.5	7.7	8.5	7.9	8.0	8.0
Reputation of its faculty	6.9	7.4	8.5	7.2	7.7	7.8
Academic quality of the students	7.6	7.8	8.7	8.4	8.4	8.5
Advising that helps students map out their academic programs and complete them in four years	6.1	5.5	7.2	5.5	5.7	6.4
Overall diversity of the student body	4.0	4.0	5.8	5.2 (A only)	5.5	5.7
Ethnic diversity of the student body	3.7	3.5	5.4	5.1	5.1	5.5
Geographic diversity of the student body	3.4	3.9	5.0 (A only)	4.1	4.8 (A only)	5.3
Economic diversity of the student body	4.0	4.0	5.5	5.2	4.9	5.3
Full-time faculty who are knowledgeable and engaging teachers	7.6	7.6	8.4	7.7	7.6	7.8
Adjunct faculty who are knowledgeable and engaging teachers	6.7	7.2	8.7	6.9	7.1	7.6 (A only)
Student/administrative services that are helpful and responsive	6.8	7.8	8.3	8.0	8.2	7.8
Access to technology	7.0	7.4	7.8	6.9	7.6	7.0
Use of technology in courses	5.9	6.4	7.3	5.9	6.0	7.0
Service learning opportunities	5.3	6.1	7.8	6.8	7.1	6.7
Academic programs that are intellectually challenging	7.0	7.4	8.4	7.9	8.4	8.0
Personal attention from the faculty	7.9	8.0	8.6	7.8	8.1	8.3
Personal attention from the staff	7.6	7.6	8.4	8.4	8.4	8.5
Study abroad opportunities	7.4	8.0	9.1	8.0	8.3	8.4
Opportunities for students to explore and strengthen their faith	6.0	5.4	6.7	6.2	6.5	6.4
Opportunities for students to participate in clubs and organizations	8.2	8.6	8.7	8.4	8.3	7.9
Opportunities for students to participate in intercollegiate athletics	8.2	8.3	8.6	8.2	8.0	7.9
Successful athletic programs	8.0	8.4	8.6	7.9	7.8	7.8
Opportunities for students to participate in internships	7.5	8.2	8.2	8.1	7.8	7.8
Career guidance that helps students prepare to pursue employment	6.6	7.6	8.1	7.1	7.8	7.4
Success of graduates	7.7	8.2	9.0	8.2	8.4	8.2
Ability to prepare students for top graduate/professional schools	7.5	7.7	8.5	8.3	8.4	8.2
Opportunities for students to collaborate with faculty on scholarly or creative projects	7.5	7.8	8.4	8.4	7.7	7.9
Faculty and staff are encouraged to work together	6.0	6.3	7.5	6.1	5.5	5.6
Faculty and staff respect one another	6.9	6.8	7.7	6.5	6.2	5.8
Internally promotes a shared	4.7	5.0	7.8	5.1	5.5	6.0 (A only)

	Which of the following best describes your current position at Illinois Wesleyan?					
	Full-time, tenured faculty	Full-time, tenure-line faculty, not yet tenured	Adjunct faculty	Visiting faculty	Admin.	Non-exempt staff
	Mean	Mean	Mean	Mean	Mean	Mean
understanding of the University's identity						
Academic credentials of the faculty	7.9	7.5	9.0	7.9	8.2	8.1
The emphasis of the faculty is on teaching	7.4	7.4	8.7	7.9	8.0	7.8
Opportunities for faculty to conduct scholarly research	6.1	5.9	8.0	7.6	7.4	8.1
Faculty actively publish in their fields	6.1	6.1	7.9	7.0	7.3 (A Only)	7.9
Opportunities for staff to develop professionally	4.9	5.1	7.0	5.0	5.4	3.9
Opportunities for faculty to develop professionally	7.2	6.4	7.8	7.5	7.7	7.9
Small class size allows for personalization and active student participation	6.9	7.4	9.3	8.1 (A Only)	8.8	8.3 (A Only)
Breadth in the curriculum in terms of the variety of course offerings	6.3	6.9	8.2	7.5	7.6	7.5
Depth in the major/program offerings	6.6	6.5	8.2	7.1	7.0	7.6
A creative and innovative curriculum	5.6	5.9	7.9	6.8 (A only)	7.1	7.4 (A only)
Opportunities for students to socialize with one another	7.9	7.9	8.6	8.0	7.9	8.0
Varied and active student life outside of class	7.0	7.4	8.2	7.9	7.7	7.7
Attractive and desirable residential/housing options	7.2	8.4	8.2	7.4	7.1	6.6
Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)	5.2	6.0	7.7	6.1	6.9	7.0
Produces well-rounded graduates	6.7	7.2	8.6	8.1	7.9	7.9
Overall diversity of the faculty	4.6	5.1	7.4	5.0	6.1 (A only)	6.8
Ethnic diversity of the faculty	4.1	4.9	6.7 (A&D only)	4.5	5.3	6.6
Overall diversity of the staff	4.2	4.4	6.4	4.8	5.2	5.8
Ethnic diversity of the staff	3.8	4.3	6.3	4.4	5.0	5.4
Environmental awareness	6.4	6.7	7.3	7.1	7.1	6.6
Community service/civic engagement	5.6	6.8	7.3	6.8	6.9	6.4
Global awareness and consciousness	6.1	6.6	7.1	6.9	6.7	6.6
Student-centered culture	7.2	7.7	7.8	7.7	7.9	7.5
Friendliness of campus community	8.2	7.9	8.8	8.8	8.8	8.1
Ability of students to pursue multiple academic interests	7.7	7.7	8.9	8.5	8.3	8.3
Encourages students to take intellectual risks	5.9	6.3	7.7	7.4	7.6	7.8

Note: Significant differences refer to statistical significance, where the results are shown to be statistically different from each other, and where we can be assured that the same findings will occur with 95% confidence should the study be replicated. The data with the larger column proportion is highlighted in **CYAN**. The data with the smaller column proportion(s) that is significantly different from the Cyan field is highlighted in **YELLOW**. Columns are identified by A, B, C, D, E. and F when noting significant differences.

## **Years at IWU**

### ***Highest Rated***

Faculty and staff with three years or less at IWU are most satisfied with:

- Study abroad opportunities
- Personal attention from the faculty
- Personal attention from the staff
- Opportunities for students to participate in clubs and organizations
- Small class size allows for personalization and active student participation
- Friendliness of campus community
- Ability of students to pursue multiple academic interests

Faculty and staff with four to eight years at IWU are most satisfied with:

- Opportunities for students to participate in clubs and organizations
- Study abroad opportunities
- Friendliness of campus community
- Success of graduates
- Personal attention from the faculty
- Personal attention from the staff
- Academic credentials of the faculty

Faculty and staff with nine to sixteen years at IWU are most satisfied with:

- Friendliness of campus community
- Successful athletic programs
- Opportunities for students to participate in clubs and organizations
- Academic quality of the students
- Opportunities for students to participate in intercollegiate athletics
- Success of graduates
- Ability of students to pursue multiple academic interests

Faculty and staff with over sixteen years at IWU are most satisfied with:

- Reputation of professional schools
- Friendliness of campus community
- Successful athletic programs
- Academic quality of the students
- Personal attention from the staff

***Lowest Rated***

Faculty and staff with three years or less at IWU are least satisfied with:

- Economic diversity of the student body
- Geographic diversity of the student body
- Ethnic diversity of the student body
- Overall diversity of the student body
- Ethnic diversity of the staff
- Opportunities for staff to develop professionally

Faculty and staff with four to eight years at IWU are least satisfied with:

- Opportunities for staff to develop professionally
- Geographic diversity of the student body
- Ethnic diversity of the student body
- Economic diversity of the student body
- Ethnic diversity of the staff
- Overall diversity of the student body

Faculty and staff with nine to sixteen years at IWU are least satisfied with:

- Geographic diversity of the student body
- Ethnic diversity of the staff
- Opportunities for staff to develop professionally
- Ethnic diversity of the student body
- Economic diversity of the student body
- Overall diversity of the staff

Faculty and staff with over sixteen years at IWU are least satisfied with:

- Geographic diversity of the student body
- Ethnic diversity of the staff
- Ethnic diversity of the student body
- Economic diversity of the student body
- Ethnic diversity of the faculty
- Overall diversity of the staff



### *Satisfaction with Attributes of IWU by Years at IWU*

	Years worked with the University			
	3 years or less	4-8 years	9-16 years	Over 16 years
	Mean	Mean	Mean	Mean
Overall reputation of the University	8.1	7.7	7.6	8.2
Reputation in the liberal arts	8.1	7.7	7.4	8.0
Reputation of professional schools	7.9	7.5	7.5	8.6
Reputation of its faculty	7.7	7.5	7.2	7.7
Academic quality of the students	8.3	8.0	8.1	8.3
Advising that helps students map out their academic programs and complete them in four years	6.1	6.1	5.7	6.3
Overall diversity of the student body	5.2	4.8	4.9	5.1
Ethnic diversity of the student body	5.0	4.3	4.8	4.7
Geographic diversity of the student body	4.9	4.3	3.9	4.5
Economic diversity of the student body	4.8	4.6	4.8	4.7
Full-time faculty who are knowledgeable and engaging teachers	7.8	7.6	7.6	7.9
Adjunct faculty who are knowledgeable and engaging teachers	7.7	7.5	6.9	7.0
Student/administrative services that are helpful and responsive	8.1	7.6	7.3	7.7
Access to technology	7.0	6.7	7.5	7.7
Use of technology in courses	6.4	6.3	6.0	6.4
Service learning opportunities	6.9	6.3	6.4	6.0
Academic programs that are intellectually challenging	8.0	7.6	7.4	8.0
Personal attention from the faculty	8.5	8.1	7.6	8.2
Personal attention from the staff	8.4	8.1	7.9	8.3
Study abroad opportunities	8.6	8.2	7.8	7.9
Opportunities for students to explore and strengthen their faith	6.5	5.8	6.6	6.1
Opportunities for students to participate in clubs and organizations	8.4	8.4	8.1	8.2
Opportunities for students to participate in intercollegiate athletics	8.1	8.0	8.1	8.2
Successful athletic programs	7.8	7.6	8.2	8.3
Opportunities for students to participate in internships	7.9	7.5	7.8	8.1
Career guidance that helps students prepare to pursue employment	7.3	7.3	7.1	7.2
Success of graduates	8.3	8.2	8.0	8.1
Ability to prepare students for top graduate/professional schools	8.3	7.8	7.9	8.2
Opportunities for students to collaborate with faculty on scholarly or creative projects	8.2	7.6	7.7	7.9
Faculty and staff are encouraged to work together	6.2	5.5	6.0	6.4
Faculty and staff respect one another	6.6	6.4	6.3	7.0
Internally promotes a shared understanding of the University's identity	5.8	5.6	4.9	5.7
Academic credentials of the faculty	8.1	8.1	7.9	8.2
The emphasis of the faculty is on teaching	8.1	7.7	7.5	7.9
Opportunities for faculty to conduct scholarly research	7.6	7.1	6.7	6.9
Faculty actively publish in their fields	7.3	7.0	6.4	7.1
Opportunities for staff to develop professionally	5.5	4.1	4.8	5.0
Opportunities for faculty to develop professionally	7.4	7.1	7.3	7.9
Small class size allows for personalization and active student participation	8.4	7.9	7.6	8.1

	Years worked with the University			
	3 years or less	4-8 years	9-16 years	Over 16 years
	Mean	Mean	Mean	Mean
Breadth in the curriculum in terms of the variety of course offerings	7.7	6.9	7.3	7.1
Depth in the major/program offerings	7.3	6.9	7.1	7.1
A creative and innovative curriculum	7.0	6.4	6.5	6.5
Opportunities for students to socialize with one another	8.0	7.9	7.9	8.1
Varied and active student life outside of class	7.6	7.7	7.1	7.7
Attractive and desirable residential/housing options	7.3	7.2	7.0	7.3
Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)	7.3	6.1	5.3	6.2
Produces well-rounded graduates	7.9	7.6	7.4	7.6
Overall diversity of the faculty	6.1	5.9	5.6	5.3
Ethnic diversity of the faculty	5.6	5.4	5.3	4.8
Overall diversity of the staff	5.7	4.9	4.8	4.9
Ethnic diversity of the staff	5.4	4.6	4.5	4.6
Environmental awareness	7.4	6.4	6.8	6.5
Community service/civic engagement	6.9	6.2	6.4	6.3
Global awareness and consciousness	6.9	6.3	6.6	6.5
Student-centered culture	7.6	7.6	7.5	7.6
Friendliness of campus community	8.4	8.2	8.5	8.5
Ability of students to pursue multiple academic interests	8.4	8.0	8.0	8.1
Encourages students to take intellectual risks	7.4	6.7	6.6	7.1

## ***CURRENT DESCRIPTORS OF ILLINOIS WESLEYAN***

The words/phrases that faculty and staff use to best describe IWU are:

- Small
- Clean
- Friendly
- Strong regional reputation
- Expensive
- Safe
- Welcoming
- Personal attention

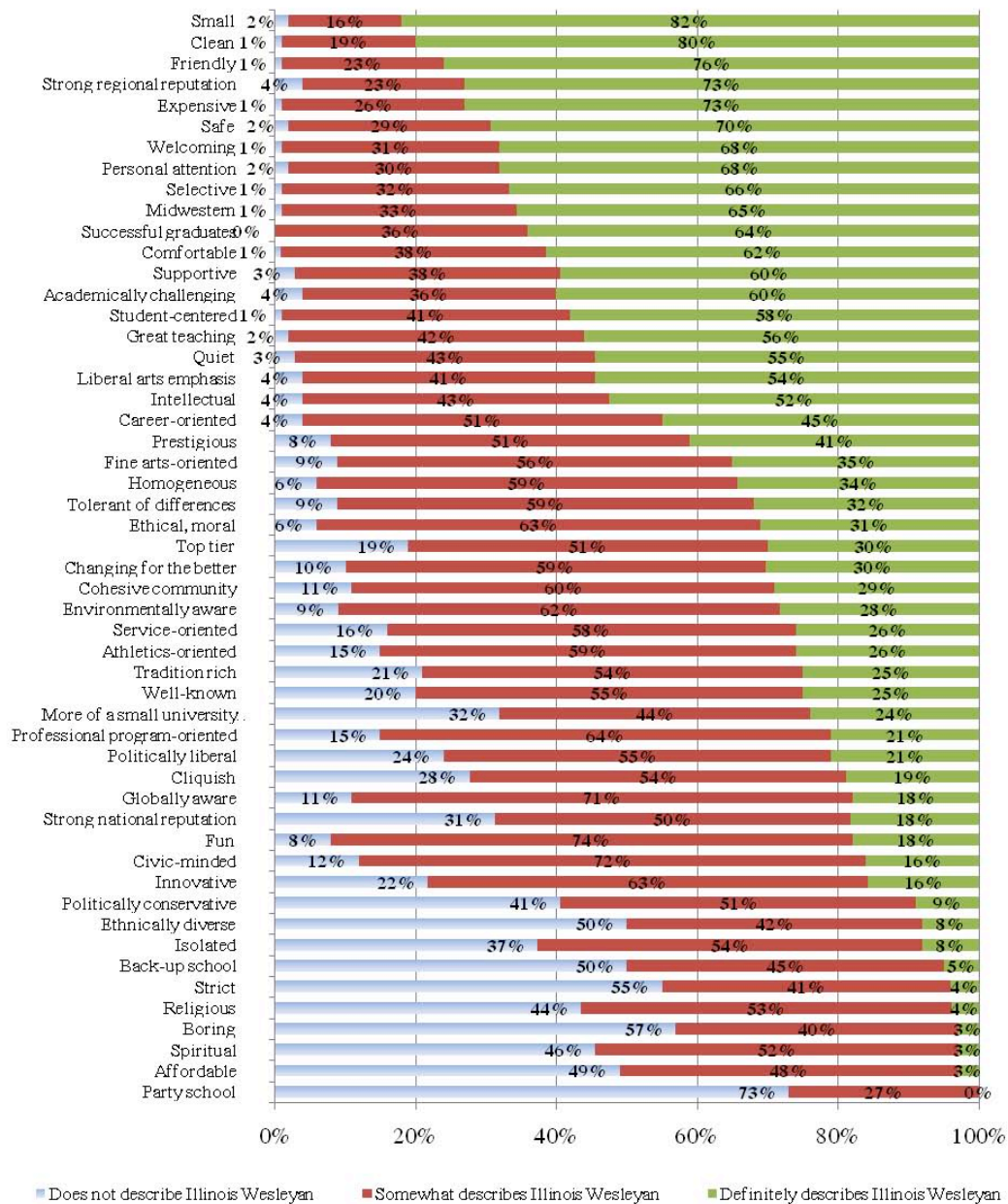
The words/phrases that are least likely to be used to describe IWU are:

- Party school
- Boring
- Strict
- Back-up school
- Ethnically diverse
- Affordable
- Spiritual
- Religious
- Politically conservative

	<b>Does not describe Illinois Wesleyan</b>	<b>Somewhat describes Illinois Wesleyan</b>	<b>Definitely describes Illinois Wesleyan</b>
	<b>Row %</b>	<b>Row %</b>	<b>Row %</b>
Isolated	37%	54%	8%
Safe	2%	29%	70%
Career-oriented	4%	51%	45%
Selective	1%	32%	66%
Ethnically diverse	50%	42%	8%
Religious	44%	53%	4%
Fine arts-oriented	9%	56%	35%
Prestigious	8%	51%	41%
Well-known	20%	55%	25%
Athletics-oriented	15%	59%	26%
Politically liberal	24%	55%	21%
Politically conservative	41%	51%	9%
Successful graduates	0%	36%	64%
Comfortable	1%	38%	62%
Tolerant of differences	9%	59%	32%

	<b>Does not describe Illinois Wesleyan</b>	<b>Somewhat describes Illinois Wesleyan</b>	<b>Definitely describes Illinois Wesleyan</b>
	<b>Row %</b>	<b>Row %</b>	<b>Row %</b>
Personal attention	2%	30%	68%
Intellectual	4%	43%	52%
Academically challenging	4%	36%	60%
Supportive	3%	38%	60%
Back-up school	50%	45%	5%
Expensive	1%	26%	73%
Friendly	1%	23%	76%
Affordable	49%	48%	3%
Spiritual	46%	52%	3%
Fun	8%	74%	18%
Party school	73%	27%	0%
Welcoming	1%	31%	68%
Service-oriented	16%	58%	26%
Clean	1%	19%	80%
Small	2%	16%	82%
Quiet	3%	43%	55%
Boring	57%	40%	3%
Changing for the better	10%	59%	30%
Cohesive community	11%	60%	29%
Strong regional reputation	4%	23%	73%
Homogeneous	6%	59%	34%
Cliquish	28%	54%	19%
Ethical, moral	6%	63%	31%
Great teaching	2%	42%	56%
Innovative	22%	63%	16%
Strict	55%	41%	4%
Midwestern	1%	33%	65%
Strong national reputation	31%	50%	18%
Tradition rich	21%	54%	25%
Liberal arts emphasis	4%	41%	54%
More of a small university than a liberal arts college	32%	44%	24%
Professional program-oriented	15%	64%	21%
Student-centered	1%	41%	58%
Top tier	19%	51%	30%
Environmentally aware	9%	62%	28%
Globally aware	11%	71%	18%
Civic-minded	12%	72%	16%

## Current Descriptors for Illinois Wesleyan University



### ***ASPIRATIONAL DESCRIPTORS FOR ILLINOIS WESLEYAN***

When faculty and staff were asked to choose the words/phrases that they would like IWU to be known for, the ones chosen most often were:

- Academically challenging
- Great teaching
- Successful graduates
- Welcoming
- Friendly
- Supportive
- Personal attention
- Student-centered
- Intellectual
- Safe

The words/phrases that they would least like to have associated with IWU were:

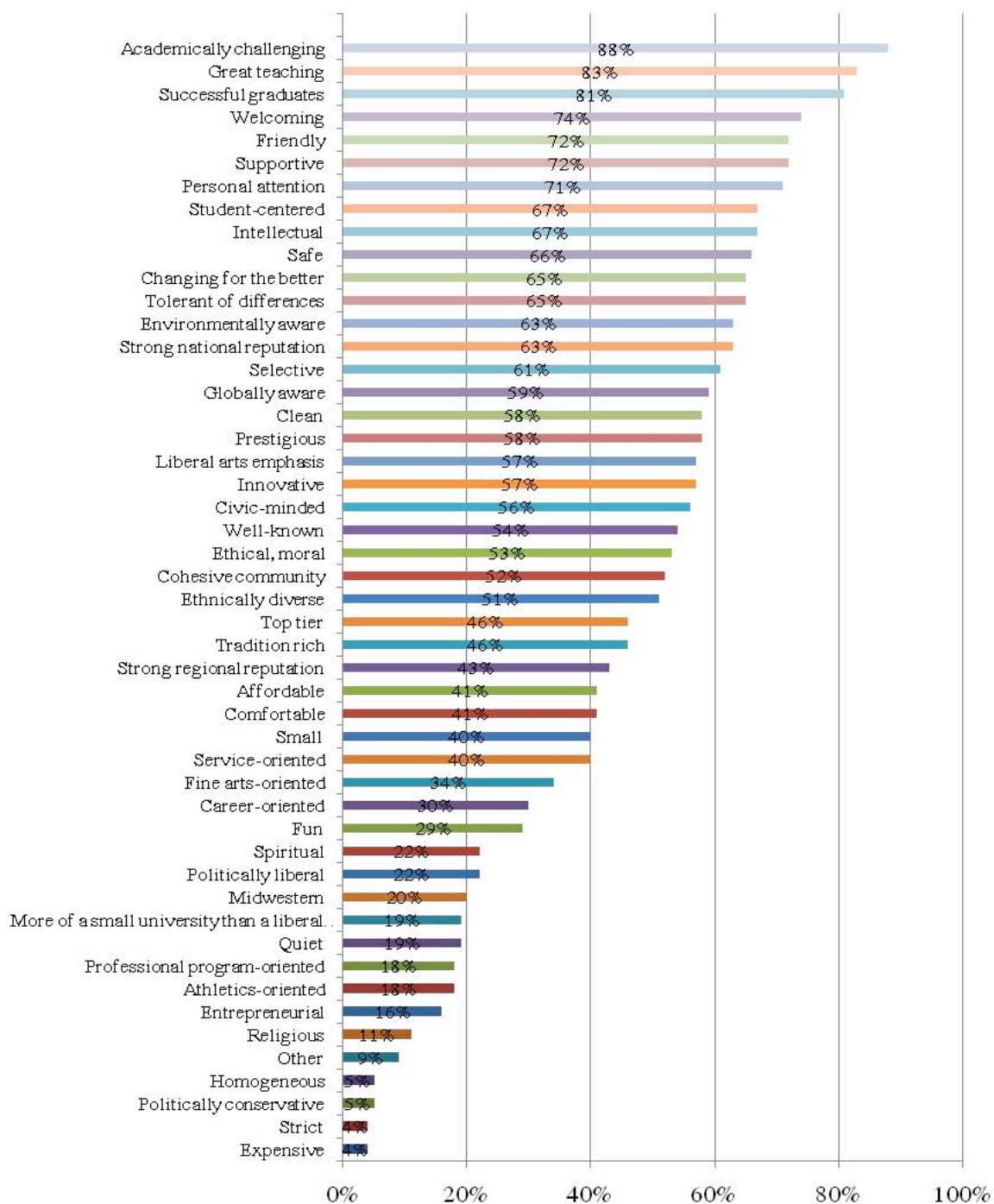
- Expensive
- Strict
- Politically conservative
- Homogeneous
- Other
- Religious

Several respondents offered “other” words/phrases that they wished IWU to be known for; those verbatim responses were:

- Technologically innovative
- Equitable benefits for faculty and staff
- Supportive of student research
- Passionate
- Technology
- Merit-oriented; less faculty-driven & more responsive to students’ desires; responsive to external market forces
- A place where students can get top-notch research experience working directly with a faculty member
- Creative curriculum
- Outward-oriented
- Student research-oriented
- IWU should bridge the gap between child and adult—we should prepare our students to be responsible, ethical citizens building a better tomorrow
- Rich resources & programs (library, technology, internships, study abroad, collaboration with faculty) for students to take advantage of
- Research valued

- A comfortable and enjoyable place to work
- Good employer, great place to work
- Flexible: respectful to those students that are multi-talented ... and that they are able to participate in numerous majors/athletic teams at the same time.
- Scholar-teachers
- Top advising department for all majors
- Economically diverse
- Liberal arts with professional schools
- Technologically advanced
- I'd like it to be known for a large endowment and other necessary resources with which to properly support the work of its faculty, staff, and students.
- Technology
- Diverse
- Fosters creativity
- Wise use of expenditures (money)
- Committed to writing and critical thinking
- Multi-talented students and faculty
- Student activism; and 2) close faculty-student relations
- Intellectual curiosity
- Respectful and considerate of employees (faculty and staff): a good place to work where persons are happy to be engaged with their work
- Be who we are—don't try to something we are not.
- Appreciative, encouraging of differences

## Aspirational Attributes for Illinois Wesleyan University % of Faculty & Staff Selecting





## COMPARISONS TO COMPETITORS

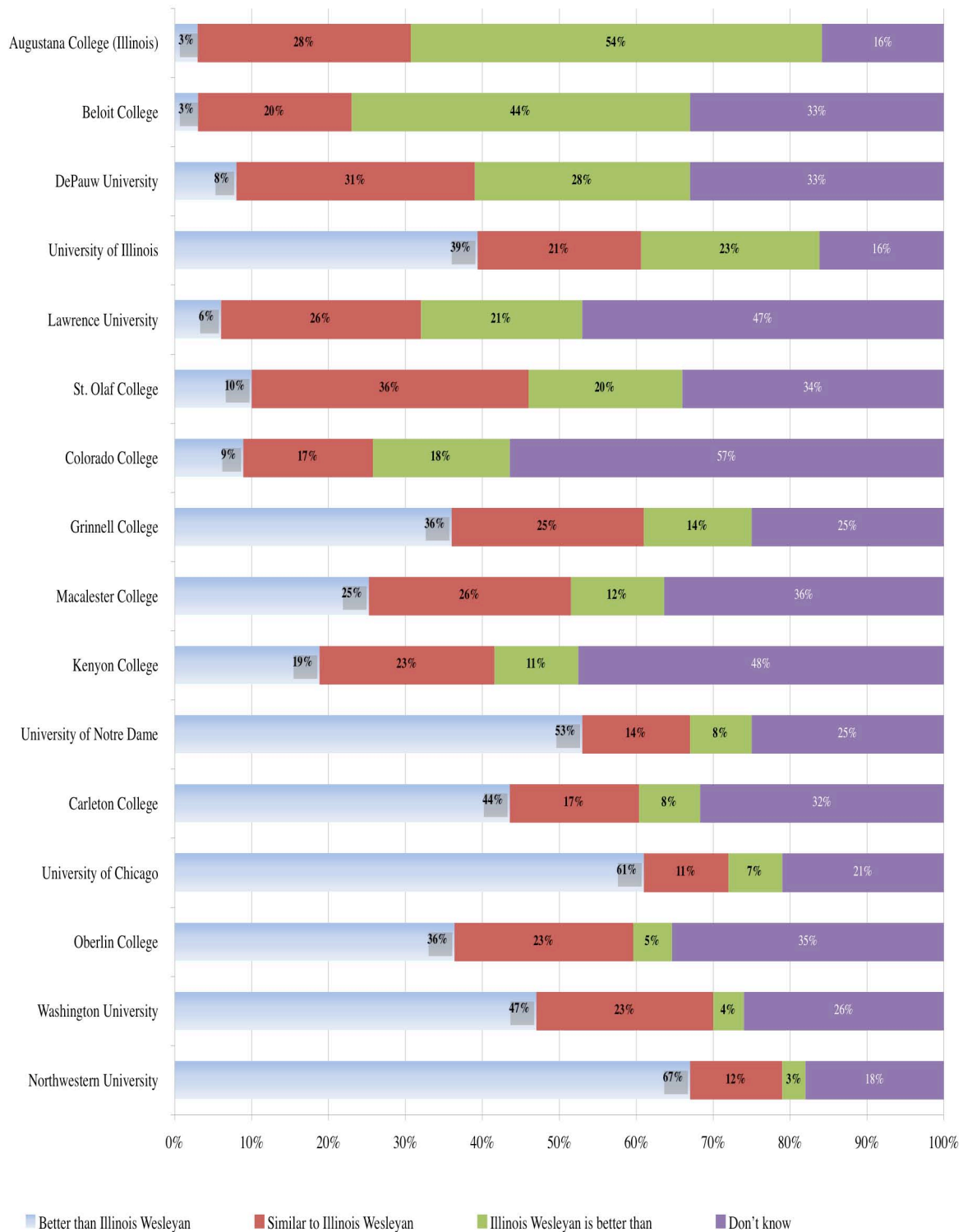
When asked to evaluate competitor institutions, sizeable proportions of respondents said that they did not know about the other institutions. This “Don’t Know” percentage ranged from 16 percent for the University of Illinois and Augustana College to 57 percent for Colorado College.

As shown below, IWU is rated better than the following institutions:

- Augustana College
- Beloit College
- DePauw University
- Knox College

	Better than Illinois Wesleyan	Similar to Illinois Wesleyan	Illinois Wesleyan is better than	Don’t know
	Row %	Row %	Row %	Row %
Northwestern University	67%	12%	3%	18%
Washington University	47%	23%	4%	26%
Carleton College	44%	17%	8%	32%
DePauw University	8%	31%	28%	33%
Beloit College	3%	20%	44%	33%
Macalester College	25%	26%	12%	36%
St. Olaf College	10%	36%	20%	34%
Knox College	3%	18%	60%	19%
Lawrence University	6%	26%	21%	47%
Grinnell College	36%	25%	14%	25%
Kenyon College	19%	23%	11%	48%
Oberlin College	36%	23%	5%	35%
University of Illinois	39%	21%	23%	16%
University of Notre Dame	53%	14%	8%	25%
University of Chicago	61%	11%	7%	21%
Augustana College (Illinois)	3%	28%	54%	16%
Colorado College	9%	17%	18%	57%

**Ratings of Competitors to IWU: Sorted by Highest IWU Rating**



### ***SIGNATURE FEATURES/PROGRAMS THAT DISTINGUISH IWU***

Respondents were asked to provide up to three signature features/programs that distinguish IWU. The more frequent mentions included (complete verbatim responses can be found in the Exhibits section):

- Specific major areas such as music, fine arts, pre-med or medical sciences, accounting/economics, and business classes
- Small classes
- Small size
- High quality teaching
- Great faculty and staff
- High quality students
- Liberal arts education
- Good location and facilities
- High academic standards

### ***SUGGESTIONS FOR IMPROVING THE EXPERIENCE***

#### **Improving the Student Experience**

Respondents were asked what IWU could do to improve the experience for students. Among the most common suggestions were the following (complete verbatim responses can be found in the Exhibits section):

- Improve facilities
- Strengthen advising/provide better assistance to students
- Increase diversity
- Recruit and retain high quality faculty
- Increase class offerings
- Keep class sizes small
- Lower the cost to students

#### **Improving the Faculty and Staff Experience**

Respondents were also asked what IWU could do to improve the experience for faculty and staff. Among the most common suggestions were the following (complete verbatim responses can be found in the Exhibits section):

- Decrease teaching workload
- Improve salaries/opportunities
- More staff support to faculty
- More support and time for development/research
- Improve facilities
- More support/better treatment for staff positions

## ***SUGGESTIONS FOR SHORT- AND LONG-TERM FOCUS***

### **Immediate/Short Term**

Respondents were asked the open-ended question, “What do you believe the University should focus on in the immediate/short term?” Some of the more frequently given responses to this question included (complete verbatim responses can be found in the Exhibits section):

- Improve salaries/wages
- Increase resources
- Fundraising/Make the future secure/Increase endowment
- Increase diversity
- Hire stronger teachers
- Strengthen the liberal arts core

### **Long Term**

The respondents’ suggestions for the long term were very similar to the short-term suggestions. Some of the frequent mentions included (again, complete verbatims can be found in the Exhibits section):

- Improve diversity
- Economic stability while remaining affordable
- Improve academic rigor
- Improve salaries
- Increase the endowment
- Expand the campus/facilities

## ***SATISFACTION MEASUREMENT AND IMPROVEMENT PLANNING***

The following is an explanation of the processes used to develop the Improvement Planning data. It is not necessary to fully understand these processes to be able to grasp the results in the Faculty and Staff Satisfaction Index section below, but rather it is included in the main body of the report because it provides background that may answer questions as to what the process yields.

### **Satisfaction Measurement Processes Description**

The Faculty and Staff Satisfaction measurement and analytical process employed by The Lawlor Group produces much more than a list of attributes with mean scores that tell how satisfied the respondent is. This “mean score” method does not take into account how important each attribute is. A college or university may be doing a great job on the things that are unimportant while not performing as well on the things that really count to the faculty and staff member. To correct for this, multivariate statistical routines are used to derive importance levels, the accepted

research way of finding out what is most important to respondents. The following explains this process employed by TLG:

### ***Correlation Coefficients***

The correlation shows the linear relationship between each independent variable and the dependent(s)<sup>7</sup>. Values of the correlation coefficient range from  $-1$  to  $+1$ . The absolute value of the correlation number indicates the strength of the linear relationship between the variables, with larger absolute values indicating stronger relationships. The sign of the correlation indicates the direction of the relationship; if negative, the higher the dependent variable, the lower the independent variable and vice versa.

In marketing research, correlations are sometimes referred to as “derived importance” as the correlations measure the strength of the relationship of the independent variables to the dependent variable(s). The higher the absolute value of the correlation, the more impact the variable has on the dependent variable(s); i.e., Overall Satisfaction measure.

### ***Factor Analysis***

Factor analysis is used to identify underlying groups or commonalities that explain the correlations among a set of variables. Factor analysis is often used to summarize a number of variables with a smaller number of derived groups of these variables, called factors. In the Faculty and Staff Satisfaction analysis, the independent satisfaction ratings are “clustered” into factors, grouping the variables that tend to be rated the same way. This approach is particularly helpful when there are a large number of attributes being measured, such as in the IWU Faculty and Staff Study, and where some of the attributes may be measuring the same underlying factor. Multiple variables measuring the same underlying factor is referred to as multicollinearity.

The factor loading scores indicate the strength of each variable’s relationship to the factor to which it belongs. Just as correlation coefficients, the factor loadings range from  $-1$  to  $+1$  with the higher the absolute value, the stronger the relationship between the variable and the factor.

### ***Regression Analysis***

A regression analysis is run with the factors and the dependent variable(s) to measure the strength of the relationship between the factors and the dependent variable(s). The outputs from this analysis used in the satisfaction

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<sup>7</sup> The dependent variable in customer satisfaction research is usually a measure of overall satisfaction such as Overall Satisfaction, Willingness to Recommend, etc. In the IWU Faculty and Staff Study, Overall Satisfaction with the faculty and staff experience at IWU was used as the dependent variable.

index process are the beta weights. The higher the beta weight, the more impact that factor has on the dependent variable(s).

Another output reported is the R-Squared. This measure ranges from 0.0 to 1.0. The closer to 1.0, the better the factors are measuring the dependent variable(s); i.e., the better the questionnaire is in evaluating Overall Satisfaction or other dependent measures. The general rule of thumb for R-Squared:

High:	+.80
Average:	.60-.79
Low:	.59 and below

Individual Satisfaction Index (SI) scores are then calculated by weighting the attribute ratings by each of their respective SI weights and combining these weighted scores to produce an overall SI score. SI scores range from 0 to 100 with 100 perfect score or ALL attributes being rated 10 by ALL respondents. The SI score allows comparisons to be made among groups.

In addition to producing an SI score, statistical methods are used to show which attributes should be targeted in order to raise the SI score the maximum amount. This is the Improvement Potential Score (IPS). The IPS score is calculated by taking the difference between the SI score and the optimum score (100), and allocating it to the attributes based on their SI weights and performance ratings. The IPS score for each attribute is the amount of improvement in the overall SI score that *could* be attained if the individual attribute score was perfect. IPS scores can be used to plan where to conduct improvement efforts.

## ***SATISFACTION INDEX FOR FACULTY AND STAFF***

### **Calculations—SI and IPS**

To produce a Satisfaction Index (SI), several statistical routines were run. First, a factor analysis was run. A factor analysis looks at all the attributes in a set and groups them together according to their strength of relationship to each other. Seven factors were identified when the analysis was run on the 32 satisfaction attributes where correlations were relevant. The factors were:

- Faculty & Staff Community
- Academic Excellence
- Faculty Quality
- Co-Curricular Opportunities
- Personal Attention
- Knowledgeable & Engaging Faculty
- University Vision

The factors consisted of a combination of a number of the attributes that were rated. The factor names are named to describe the attributes that make up the factors. The following is a listing of the attributes that combined to create each factor:

**Faculty & Staff Community**

- Opportunities for staff to develop professionally
- Internally promotes a shared understanding of the University's identity
- Faculty and staff respect one another
- Overall diversity of the staff

**Academic Excellence**

- Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)
- Use of technology in courses
- Encourages students to take intellectual risks
- Reputation in the liberal arts
- Academic programs that are intellectually challenging
- Produces well-rounded graduates
- Depth in the major/program offerings
- Reputation of professional schools
- Academic quality of the students
- Small class size allows for personalization and active student participation
- Ability to prepare students for top graduate/professional schools

**Faculty Quality**

- Opportunities for faculty to develop professionally
- Faculty actively publish in their fields
- Academic credentials of the faculty

**Co-Curricular Opportunities**

- Career guidance that helps students prepare to pursue employment
- Opportunities for students to participate in internships
- Attractive and desirable residential/housing options
- Varied and active student life outside of class

**Personal Attention**

- Personal attention from the faculty
- The emphasis of the faculty is on teaching
- Personal attention from the staff
- Opportunities for students to collaborate with faculty on scholarly or creative projects
- Student/administrative services that are helpful and responsive
- Friendliness of campus community

**Knowledgeable & Engaging Faculty**

- Adjunct faculty who are knowledgeable and engaging teachers
- Full-time faculty who are knowledgeable and engaging teachers

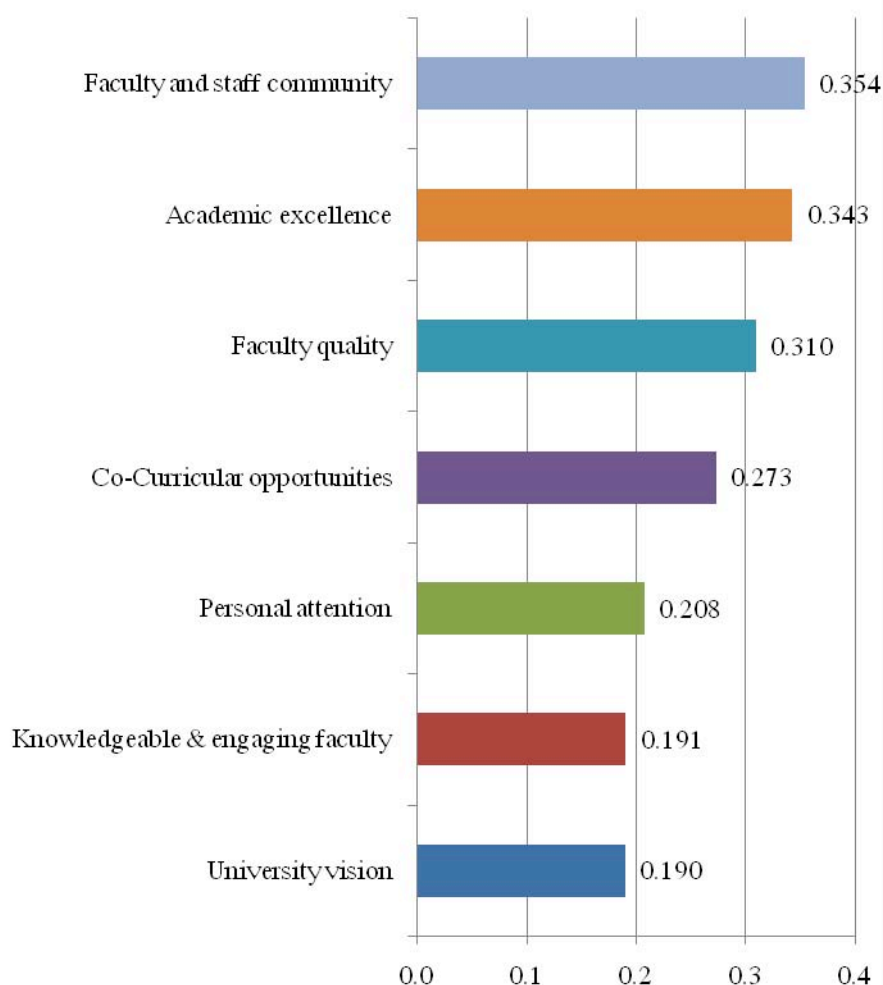
**University Vision**

- Community service/civic engagement
- Global awareness and consciousness

The seven factors were then used in a regression analysis. A regression analysis looks at the factors and their relationship to a dependent variable. In this case, the dependent variable was overall satisfaction with the faculty and staff experience at IWU. The measure of the relationship for each attribute to the factor is called the factor loading. The strength of the relationship of the factor to the dependent variable is called the beta weight. The higher the beta weight, the more impact the factor has on faculty and staff satisfaction. The chart on the following page shows the factor beta weights:



## Factor Beta Weights for IWU Faculty & Staff Analysis



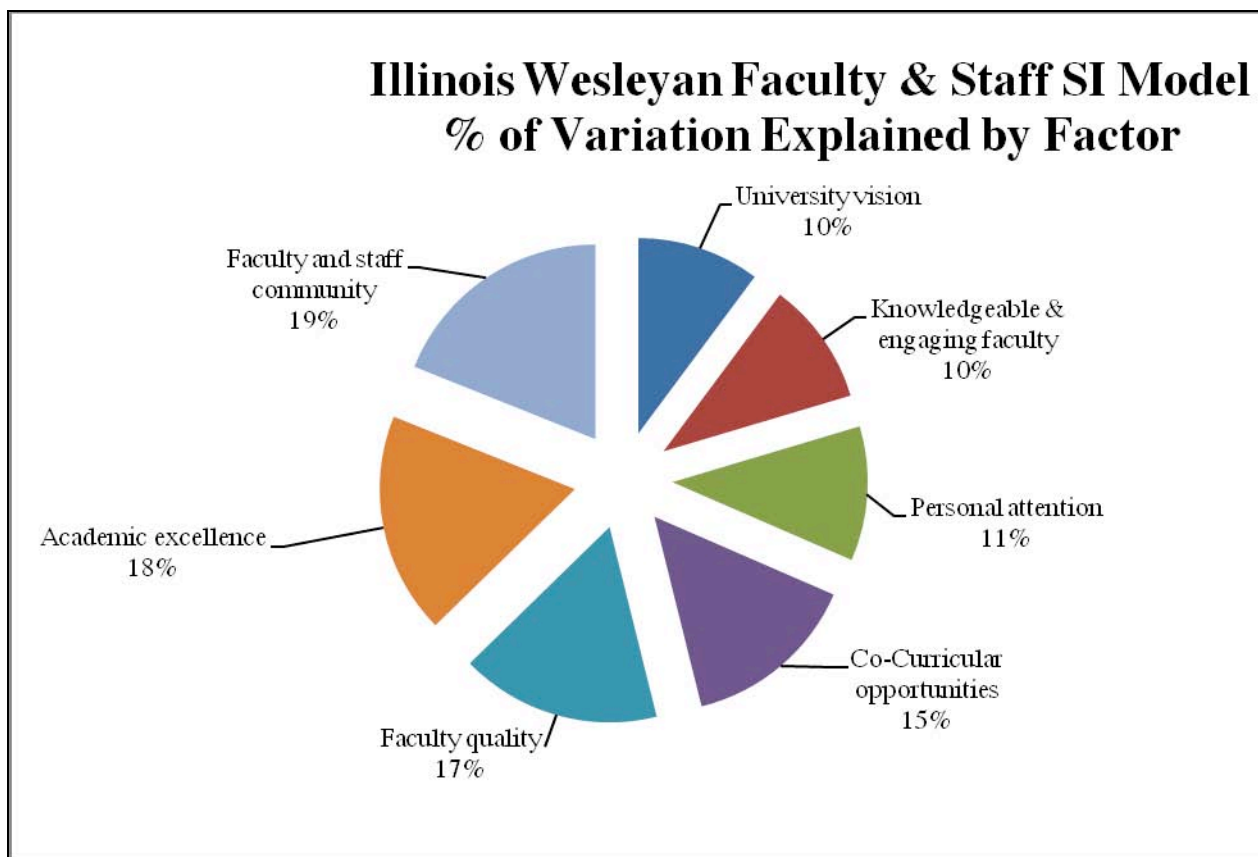
From the above, it can be seen that the factor Faculty and Staff Community is much more important than University Vision in defining satisfaction levels.

The Satisfaction Index (SI) weights are calculated by multiplying the factor loadings and beta weights. The result is an SI weight for each attribute.

Individual SI scores are then calculated by weighting the attribute ratings by each of their respective SI weights and combining these weighted scores to produce an overall SI score. SI scores range from 0 to 100 with 100 being a perfect score or ALL ratings were rated 10 by ALL respondents. **The SI score for Illinois Wesleyan University Faculty and Staff is 69.1.** In our experience with previous

research studies, this is a little lower than average, where SI scores tend to range from 60 to the mid 80s.

Another result of the SI regression is the R-Squared, or the amount of the variance in the dependent variable (Overall Satisfaction) that is explained by the factors of the attributes. **The  $R^2$  in our calculations was .58.** In other words, the satisfaction attributes that we measured with faculty and staff explains 58 percent of the amount of overall faculty and staff satisfaction variance. The .58 measure is low in our experience with previous studies (usual  $R^2$  scores run from .58 to .80). The following chart shows the amount of variance explained by each of the factors:



The following table shows the results of the factor/regression analysis:

Attribute Label/Factor Name	Factor	Beta	IPS
<b>Faculty &amp; Staff Community</b>			
Opportunities for staff to develop professionally	1	0.354	2.038
Internally promotes a shared understanding of the University's identity	1	0.354	1.816
Faculty and staff respect one another	1	0.354	1.791
Overall diversity of the staff	1	0.354	1.541
		<b>18.9%</b>	<b>7.186</b>
<b>Academic Excellence</b>			
Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)	2	0.343	1.553
Use of technology in courses	2	0.343	1.395
Encourages students to take intellectual risks	2	0.343	1.359
Reputation in the liberal arts	2	0.343	1.061
Academic programs that are intellectually challenging	2	0.343	1.010
Produces well-rounded graduates	2	0.343	1.003
Depth in the major/program offerings	2	0.343	0.932
Reputation of professional schools	2	0.343	0.788
Academic quality of the students	2	0.343	0.788
Small class size allows for personalization and active student participation	2	0.343	0.760
Ability to prepare students for top graduate/professional schools	2	0.343	0.709
		<b>18.4%</b>	<b>11.358</b>
<b>Faculty Quality</b>			
Opportunities for faculty to develop professionally	3	0.310	1.157
Faculty actively publish in their fields	3	0.310	1.089
Academic credentials of the faculty	3	0.310	0.698
		<b>16.6%</b>	<b>2.945</b>
<b>Co-Curricular Opportunities</b>			
Career guidance that helps students prepare to pursue employment	4	0.273	0.878
Opportunities for students to participate in internships	4	0.273	0.834
Attractive and desirable residential/housing options	4	0.273	0.707
Varied and active student life outside of class	4	0.273	0.685
		<b>14.6%</b>	<b>3.105</b>
<b>Personal Attention</b>			
Personal attention from the faculty	5	0.208	0.609
The emphasis of the faculty is on teaching	5	0.208	0.594
Personal attention from the staff	5	0.208	0.562
Opp. for students to collaborate w/faculty on scholarly or creative projects	5	0.208	0.471
Student/administrative services that are helpful and responsive	5	0.208	0.430
Friendliness of campus community	5	0.208	0.281
		<b>11.1%</b>	<b>2.947</b>
<b>Knowledgeable &amp; Engaging Faculty</b>			
Adjunct faculty who are knowledgeable and engaging teachers	6	0.191	0.773
Full-time faculty who are knowledgeable and engaging teachers	6	0.191	0.567
		<b>10.2%</b>	<b>1.341</b>
<b>University Vision</b>			
Community service/civic engagement	7	0.190	1.043
Global awareness and consciousness	7	0.190	0.975
		<b>10.2%</b>	<b>2.018</b>
<b>SI Score: 69.1</b>			
<b>R-Squared: .58</b>			
<b>Dependent: Overall satisfaction</b>		<b>Total:</b>	<b>30.9</b>

### Satisfaction Index Scores by Current Position

In addition to providing a Satisfaction Index score for all faculty and staff, a separate analysis was run for respondents based on their current position at IWU. The following are those SI scores:

Position at IWU	SI
Full-time, tenured faculty	63.4
Full-time, tenure-line faculty, not yet tenured	66.8
Adjunct faculty	80.2
Visiting faculty	70.8
Administration	71.7
Non-exempt staff	69.7
All Respondents	69.1

Full-time faculty, especially those who are tenured, have substantially lower Satisfaction Index scores, particularly when compared to adjunct faculty. Adjunct faculty have a very high Satisfaction Index.

In addition to producing an SI score for Illinois Wesleyan University, statistical methods were used to show which attributes should be targeted in order to raise the SI score the maximum amount. This is the Improvement Potential Score (IPS). The IPS score is calculated by taking the difference between the SI score and the optimum score (100) and allocating it to the attributes based on their SI weights and performance ratings. The IPS score for each attribute is the amount of improvement in the overall SI score that could be attained if the individual attribute score was perfect. IPS scores can be used to plan where to conduct improvement efforts. Illinois Wesleyan University should focus its improvement efforts and resources on the top IPS attributes.

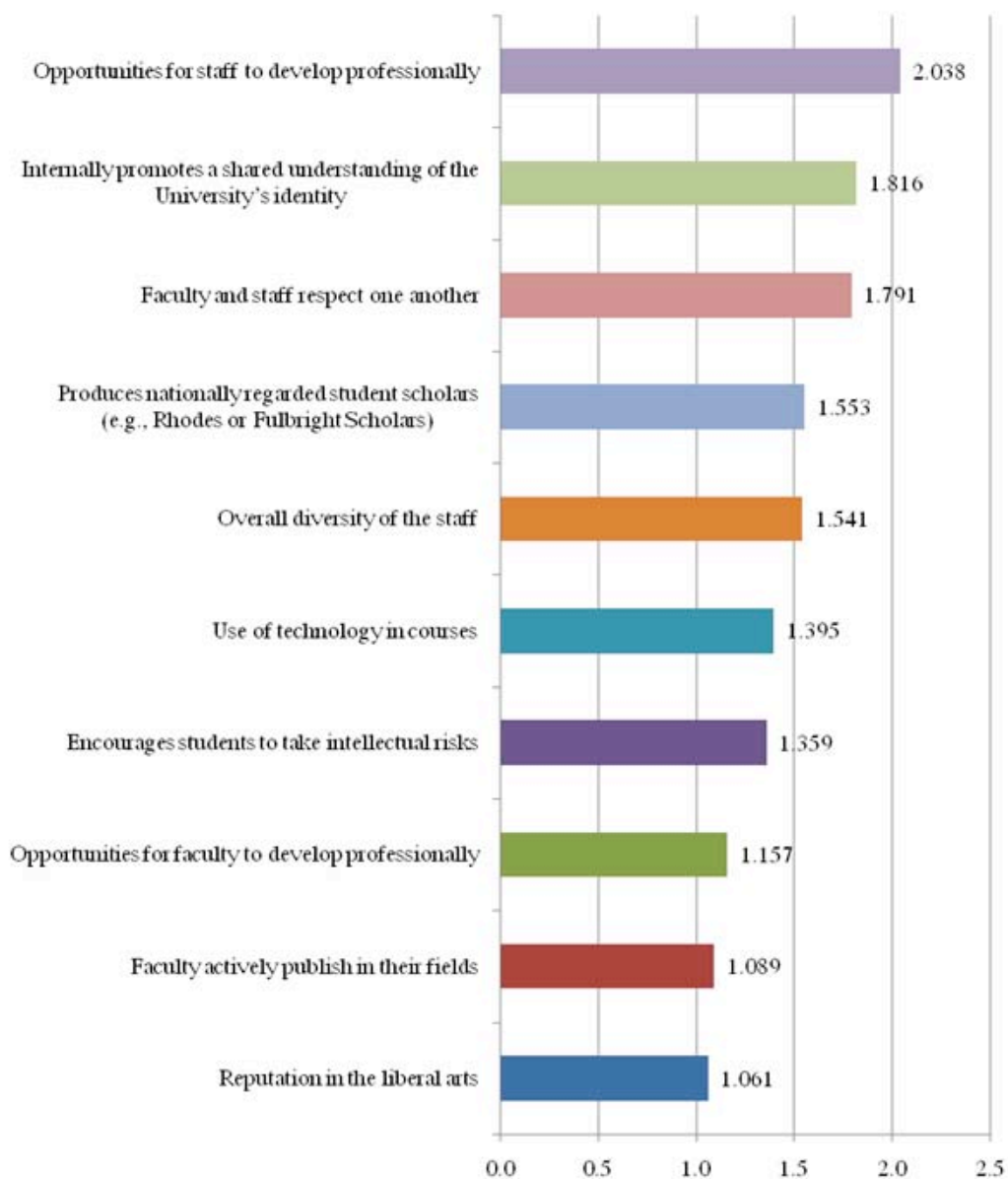
The table on the following page includes the IPS scores for the attributes rated. The most improvement in overall satisfaction will occur if efforts are focused on the attributes with the highest scores, including:

- Opportunities for staff to develop professionally
- Internally promotes a shared understanding of the University's identity
- Faculty and staff respect one another
- Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)
- Overall diversity of the staff

<b>Attribute Label</b>	<b>IPS</b>
Opportunities for staff to develop professionally	2.038
Internally promotes a shared understanding of the University's identity	1.816
Faculty and staff respect one another	1.791
Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)	1.553
Overall diversity of the staff	1.541
Use of technology in courses	1.395
Encourages students to take intellectual risks	1.359
Opportunities for faculty to develop professionally	1.157
Faculty actively publish in their fields	1.089
Reputation in the liberal arts	1.061
Community service/civic engagement	1.043
Academic programs that are intellectually challenging	1.010
Produces well-rounded graduates	1.003
Global awareness and consciousness	0.975
Depth in the major/program offerings	0.932
Career guidance that helps students prepare to pursue employment	0.878
Opportunities for students to participate in internships	0.834
Reputation of professional schools	0.788
Academic quality of the students	0.788
Adjunct faculty who are knowledgeable and engaging teachers	0.773
Small class size allows for personalization and active student participation	0.760
Ability to prepare students for top graduate/professional schools	0.709
Attractive and desirable residential/housing options	0.707
Academic credentials of the faculty	0.698
Varied and active student life outside of class	0.685
Personal attention from the faculty	0.609
The emphasis of the faculty is on teaching	0.594
Full-time faculty who are knowledgeable and engaging teachers	0.567
Personal attention from the staff	0.562
Opportunities for students to collaborate with faculty on scholarly or creative projects	0.471
Student/administrative services that are helpful and responsive	0.430
Friendliness of campus community	0.281
<b>Total IPS</b>	<b>30.9</b>

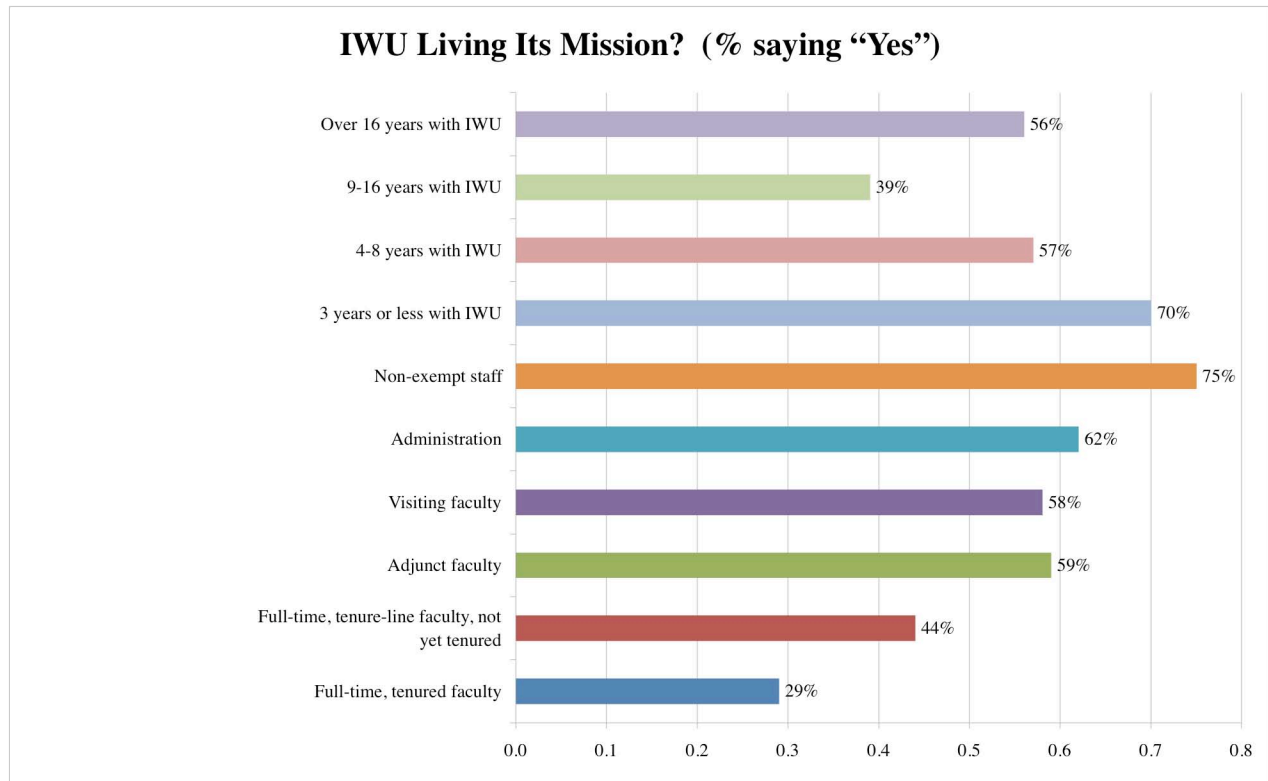
The chart on the following page visually shows the top 11 IPS scores, where improvement efforts should be focused.

## Illinois Wesleyan Faculty & Staff SI Model Top 10 IPS



## ***LIVING ITS MISSION***

Respondents were provided with Illinois Wesleyan University’s mission. Fifty-five percent of the respondents said that they felt that IWU is living its mission. Those with the lowest percentage indicating they felt IWU was living its mission were full-time, tenured faculty—29 percent agreed that the University was living up to its mission. As in other ratings, non-exempt staff (75% saying “yes”) and those with 3 years or less at IWU (70%) are more likely to have a positive view of IWU.



### **Reasons for saying “Yes” to living the Mission**

Respondents say that the University is both achieving its mission as well as striving to accomplish the objectives. Many feel that the University is already doing these things. IWU is meeting the mission’s goals “the best we can” with available budgets. (Complete verbatim responses are available in the Exhibits section.)

### **Reasons for saying “No” to living the Mission**

Many of the reasons for saying “No” to living the mission center on perceived failure in specific areas such as improving diversity, not enough funding/resources, lack of faculty support, not increasing liberal arts education, failure in environmental sustainability, etc. Specific criticism of the mission statement itself centers on it not being specific, too “fluffy,” and full of jargon. (Complete verbatim responses are available in the Exhibits section.)

## **EXHIBITS**



## E-mail Invitation to Participate

Dear Faculty/Staff Member:

Illinois Wesleyan has retained The Lawlor Group, a national higher education research and consulting firm based in Minneapolis, to conduct a survey of faculty and staff members regarding the University and various identity-related issues. In this effort, we want to gather the opinions and ideas from members of your campus community to help us better understand what defines your institutional culture and identity. Your candid thoughts and opinions are extremely important to our analysis and recommendations.

Because we know you're busy, the survey will take about 10-20 minutes to complete. All of the responses we receive will be compiled and included in our final report, though your identity will remain confidential.

In appreciation of your assistance, when we receive your completed survey, we will enter your name in a **drawing (two \$50 Biaggi Restaurant gift cards, four \$15 Barnes & Noble gift cards, and four \$10 gift cards for Tommy's, Hattie's, or Starbucks will be awarded)**. From the surveys we receive by the end of the day on **May 14**, we will randomly select **10 faculty/staff members** to receive these tokens of our appreciation.

Sincerely,

Carole Arwidson  
Vice President and Director of Research  
The Lawlor Group  
6106 Excelsior Boulevard  
Minneapolis, MN 55416  
[tlg@thelawlorgroup.com](mailto:tlg@thelawlorgroup.com)

## EXHIBIT

# Illinois Wesleyan University Faculty and Staff Survey

Thank you for coming to this survey site to answer some questions and share your opinions about your university, Illinois Wesleyan. Understanding what defines the institutional culture and identity of Illinois Wesleyan will help the University in shaping future planning efforts and identifying issues/areas that need to be addressed.

The survey should take about 10-20 minutes to complete. Try to answer all of the questions to the best of your ability. There are no right or wrong answers. If you can't answer a specific question, please select "Don't Know/DK" or "Not Applicable/NA" if it is offered as a response, or leave the question blank.

You will not be identified in any way (this is a confidential survey), and your ratings and comments will be tabulated with all of the responses we receive.

**1) For each of the following variables or attributes, rate how well Illinois Wesleyan performs or delivers on them as far as you are concerned. Use a rating scale of 1 to 10, where a 1 means Illinois Wesleyan performs “Very Poorly” or “Doesn’t Deliver” and where a 10 means Illinois Wesleyan performs or delivers “Exceptionally Well.” A 5 represents an average score. Use DK/NA for Don’t Know or Not Applicable.**

[illegible]

## EXHIBIT

**2) For each of the following variables or attributes, rate how well Illinois Wesleyan performs or delivers on them as far as you are concerned. Use a rating scale of 1 to 10, where a 1 means Illinois Wesleyan performs “Very Poorly” or “Doesn’t Deliver” and where a 10 means Illinois Wesleyan performs or delivers “Exceptionally Well.” A 5 represents an average score. Use DK/NA for Don’t Know or Not Applicable.**

[illegible]

**3) For each of the following variables or attributes, rate how well Illinois Wesleyan performs or delivers on them as far as you are concerned. Use a rating scale of 1 to 10, where a 1 means Illinois Wesleyan performs “Very Poorly” or “Doesn’t Deliver” and where a 10 means Illinois Wesleyan performs or delivers “Exceptionally Well.” A 5 represents an average score. Use DK/NA for Don’t Know or Not Applicable.**

	1 Very Poor	2	3	4	5 Midpoint	6	7	8	9	10 Exceptional	DK/NA
Career guidance that helps students prepare to pursue employment	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Success of graduates	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to prepare students for top graduate/professional schools	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for students to collaborate with faculty on scholarly or creative projects	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff are encouraged to work together	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff respect one another	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internally promotes a shared understanding of the University's identity	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic credentials of the faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The emphasis of the faculty is on teaching	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for faculty to conduct scholarly research	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty actively publish in their fields	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for staff to develop professionally	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for faculty to develop professionally	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

## EXHIBIT

Small class size allows for personalization and active student participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breadth in the curriculum in terms of the variety of course offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depth in the major/program offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A creative and innovative curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4) For each of the following variables or attributes, rate how well Illinois Wesleyan performs or delivers on them as far as you are concerned. Use a rating scale of 1 to 10, where a 1 means Illinois Wesleyan performs “Very Poorly” or “Doesn’t Deliver” and where a 10 means Illinois Wesleyan performs or delivers “Exceptionally Well.” A 5 represents an average score. Use DK/NA for Don’t Know or Not Applicable.**

	1 Very Poor	2	3	4	5 Midpoint	6	7	8	9	10 Exceptional	DK/NA
Opportunities for students to socialize with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Varied and active student life outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive and desirable residential/housing options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produces nationally regarded student scholars (e.g., Rhodes or Fulbright Scholars)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produces well-rounded graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall diversity of the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnic diversity of the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall diversity of the staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnic diversity of the staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service/civic engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global awareness and consciousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-centered culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendliness of campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability of students to pursue multiple academic interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages students to take intellectual risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5) Overall, how satisfied are you with your faculty or staff experience at Illinois Wesleyan on a scale of 1 to 10, where a 1 means “Very Dissatisfied” and a 10 means “Totally Satisfied”? A 5 is the midpoint rating.**

	1 Very Dissatisfied	2	3	4	5 Midpoint	6	7	8	9	10 Totally Satisfied	DK/NA
Overall Satisfaction with Illinois Wesleyan experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6) From the list below, check the extent that the words or phrases describe Illinois Wesleyan.**

	Does not describe Illinois Wesleyan	Somewhat describes Illinois Wesleyan	Definitely describes Illinois Wesleyan
Isolated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnically diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## EXHIBIT

Religious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine arts-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prestigious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-known	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politically liberal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politically conservative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7) From the list below, check the extent that the words or phrases describe Illinois Wesleyan.**

	Does not describe Illinois Wesleyan	Somewhat describes Illinois Wesleyan	Definitely describes Illinois Wesleyan
Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerant of differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academically challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Back-up school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expensive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spiritual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Party school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8) From the list below, check the extent that the words or phrases describe Illinois Wesleyan.**

	Does not describe Illinois Wesleyan	Somewhat describes Illinois Wesleyan	Definitely describes Illinois Wesleyan
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quiet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing for the better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cohesive community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong regional reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homogeneous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cliquish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical, moral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Great teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## EXHIBIT

**9) From the list below, check the extent that the words or phrases describe Illinois Wesleyan.**

	Does not describe Illinois Wesleyan	Somewhat describes Illinois Wesleyan	Definitely describes Illinois Wesleyan
Innovative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Midwestern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong national reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tradition rich	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Liberal arts emphasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More of a small university than a liberal arts college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional program-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-centered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Top tier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmentally aware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Globally aware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic-minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10) What do you want Illinois Wesleyan to be known for? Choose all that apply.**

- ☐ Safe
- ☐ Career-oriented
- ☐ Selective
- ☐ Ethnically diverse
- ☐ Religious
- ☐ Fine arts-oriented
- ☐ Prestigious
- ☐ Well-known
- ☐ Athletics-oriented
- ☐ Politically liberal
- ☐ Politically conservative
- ☐ Successful graduates
- ☐ Comfortable
- ☐ Tolerant of difference
- ☐ Personal attention
- ☐ Intellectual
- ☐ Academically challenging
- ☐ Supportive
- ☐ Expensive
- ☐ Friendly
- ☐ Affordable
- ☐ Spiritual
- ☐ Fun
- ☐ Welcoming
- ☐ Service-oriented
- ☐ Clean
- ☐ Small
- ☐ Quiet
- ☐ Changing for the better
- ☐ Cohesive community
- ☐ Strong regional reputation
- ☐ Homogeneous

## EXHIBIT

- ☐ Ethical, moral
- ☐ Great teaching
- ☐ Entrepreneurial
- ☐ Innovative
- ☐ Midwestern
- ☐ Strong national reputation
- ☐ Strict
- ☐ Tradition rich
- ☐ Liberal arts emphasis
- ☐ More of a small university than a liberal arts college
- ☐ Professional program-oriented
- ☐ Student-centered
- ☐ Top tier
- ☐ Environmentally aware
- ☐ Globally aware
- ☐ Civic-minded
- ☐ Other (please specify)

If you selected other please specify:

**11) Looking at the following list of other higher education institutions, please choose which statement best applies to each college or university.**

	Better than Illinois Wesleyan	Similar to Illinois Wesleyan	Illinois Wesleyan is better than	Don't Know
Northwestern University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Washington University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carleton College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DePauw University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beloit College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Macalester College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
St. Olaf College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knox College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lawrence University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grinnell College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kenyon College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oberlin College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Illinois	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Notre Dame	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Chicago	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Augustana College (Illinois)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colorado College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## EXHIBIT

**12) In your opinion, what are the one to three signature features/programs that distinguish Illinois Wesleyan?**

**First signature feature/program**

**13) Second signature feature/program**

**14) Third signature feature/program**

**15) What do you believe the University should focus on in the immediate/short term?**

**16) In the long term?**

***The following is Illinois Wesleyan's Mission. After you've read this carefully, you will be asked two questions.***

### ***MISSION***

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 its distinctive curricula and programs. A liberal education at Illinois Wesleyan fosters creativity, critical thinking, effective communication, strength of character and a spirit of inquiry; it deepens the specialized knowledge of a discipline with a comprehensive world view. It 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, 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 its 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.

**17) Do you feel that Illinois Wesleyan is living its Mission the best it can?**

☐ Yes

☐ No

**18) Why did you answer YES?**

**19) Why did you answer NO?**

**20) What can Illinois Wesleyan do to improve the experience for students?**

**21) What can Illinois Wesleyan do to improve the experience for you?**

**22) Is there anything else you would like to share with us?**



## EXHIBIT

**23) Which of the following best describes your current position at Illinois Wesleyan?**

- ☐ Full-time, tenured faculty
- ☐ Full-time, tenure-line faculty, not yet tenured
- ☐ Adjunct faculty
- ☐ Visiting faculty
- ☐ Administration
- ☐ Exempt staff
- ☐ Non-exempt staff

**24) In which of the following academic areas do you primarily work?**

- ☐ Humanities
- ☐ Natural Sciences
- ☐ Nursing
- ☐ Art/Music/Theatre Arts
- ☐ Social Sciences
- ☐ Business/Economics

**25) In which of the following administrative areas do you work?**

- ☐ Academic Department or Division
- ☐ Physical Plant
- ☐ Student Affairs
- ☐ Administrative office other than Student Affairs

**26) How many years have you worked with the University?**

If you want to be eligible for the drawing (two \$50 Biaggi Restaurant gift cards, four \$15 Barnes & Noble gift cards, and four \$10 gift cards for Tommy's, Hattie's, or Starbucks will be awarded), please provide your name, e-mail address, and mailing address where we can reach you. This is a confidential survey, and only The Lawlor Group will have access to this information for the purposes of the drawing.

**27) Name**

**28) E-Mail Address:**

**29) Address**

**30) City, State, ZIP**

That completes the questionnaire. Thank you very much for taking the time to answer our questions.

## EXHIBIT

### Quantitative Study With Faculty and Staff: Verbatims

*Following are the verbatims from selected questions in the Quantitative Study with Faculty and Staff at IWU, conducted in April/May 2007. The verbatims, which are anonymous, are presented by question and are only the opinions of individuals and so should be taken at face value. Please bear in mind that the opinions expressed herein represent individual opinions on certain topics, and do not necessarily correlate with the statistical findings of the research itself. While an individual may have strong opinions on a certain topic, his/her response to specific questions may be different.*

*Notes:*

- *Individual responses are separated by bullets.*
- *The following verbatims are segmented by the respondents' position at the University.*

**In your opinion, what are the one to three signature features/programs that distinguish Illinois Wesleyan?**

#### **FULL-TIME FACULTY**

<b><u>Item</u></b>	<b><u># of Mentions</u></b>
Music	4
Student-centered	3
Friendly	2
Pre-med	2
Professional programs	2
School of Music	2
Small	2
Strong programs	14

#### **Single Mention Responses**

- Overall, a very strong faculty of motivated and dedicated teachers, most of whom are similarly (self)-motivated to maintain active research agendas.
- 2 island programs (London/Madrid)
- Great potential for innovative curricular and co-curricular programs (such as environmental sustainability and the internationalizing of our campus). What is needed to make these outstanding is visionary leadership and the commitment of resources by the administration.
- A General Education program largely separate from and uninformed by the academic disciplines is another unfortunate distinguishing feature.
- A handful of strong programs (psychology, religion, political science)
- A number of major programs are unusually good at promoting undergraduate research and scholarship (often with minimal administrative support).

## EXHIBIT

- A willingness to innovate
- Ability to explore multiple areas of interest
- Action Research Center
- Allows students the opportunity to closely interact with faculty members
- Annual research conference
- Athletic facilities
- Athletics (men's and women's)
- Attracts dedicated and hardworking faculty, staff, and students.
- Biology
- Biology / Pre-Med
- Biology/Business
- Biology/Pre-med
- Breadth of courses
- Bright, ambitious student body
- Business
- Business majors too large a percentage for size of school
- Business program
- Business/finance
- Campus facilities
- Challenging science program
- Chemistry
- Close personal attention for students
- Combination of professional programs with liberal arts core
- Combination of professional schools and liberal arts programs
- Combination of the liberal arts and strong professional programs
- Combining liberal arts and professional programs
- Committed faculty of teacher/scholars
- Creative arts
- Creative arts: music, theatre, art, creative writing
- Department of History
- Devoted faculty and staff
- Diverse curriculum - Liberal Arts and Professional programs
- English
- Enthusiasm for DIII basketball
- Excellence in science
- Excellent teaching
- Excellent theater, music, and pre-med programs
- Faculty who are committed to teaching in an engaged manner, i.e., serve as a "presence" in students' lives, as an agent of change
- Faculty who are excellent teachers and scholars
- Fine arts
- Fine arts program
- Fine arts programs
- Fine/performing arts great to have BA BFA options
- Flexible and responsive to student interests
- Good collegiality across disciplines

## EXHIBIT

- Good regional reputation
- Good reputation
- Good student-faculty relationship and support
- Good teaching
- Great science program
- Great selection of internship opportunities in many settings including not just Bloomington, but places such as Washington, D.C., Chicago, and campuses abroad.
- Great teachers
- High academic standards
- High level of success of students after graduation
- Humanities
- I think it should be the Humanities Division, but resources have been directed elsewhere, so they're not in the picture
- Inaugural Peace Fellows program -- both the idea of Fellows in general and the Peace orientation in specific
- Includes professional schools
- Integrates scholarship and excellent teaching
- Intellectual engagement of students
- Intellectually and professionally challenging programs--for those students who choose to set ambitious goals for themselves.
- Its mixture of professional schools with the liberal arts
- IWU has some excellent programs, such as its May Term program, its study abroad programs, and its International Studies Program, but none of these can be called signature programs because they do not distinguish the university from many other institutions which also offer these programs.
- IWU is actively engaged in re-imagining its identity and how it will express that identity. Pursuing these changes creates the opportunity for IWU to lead, in contrast to prior decades when IWU was content to follow the practices of the universities it chose to emulate.
- Large proportion of business majors (which I see as a bit of a drawback)
- Level of interaction with faculty
- Liberal arts and professional blend
- Liberal arts college
- Liberal arts core enriched by fine arts and professional programs
- Liberal arts emphasis
- Liberal arts focus
- Liberal arts like English
- Liberal arts like history
- Liberal Arts program
- May Term
- Mix of liberal arts and professional programs.
- Mix of professional schools and liberal arts degrees and programs.
- Music school
- Music/theater
- Natural science program
- Natural Sciences

## EXHIBIT

- Nursing
- Nursing school: top tier
- One on one relationship of faculty with students
- Opportunities for co-curricular involvement
- Opportunities for student research
- Opportunity/support for student activities beyond classroom
- Outgoing, mature students will get a top-tier education. Most will major in Business and work in Chicago.
- Outstanding library
- Personal attention from top-flight faculty
- Pleasant polite individuals
- Pre-med (primarily Biology and Chemistry, but also other sciences)
- Pre-med program
- Pre-Med/Biology
- Pre med program
- Premed - but in decline
- Professional Programs
- Professional programs/schools--music, art, theatre, business, nursing
- Professional schools
- Provides all students with a good liberal arts core curriculum.
- Quality residential life and athletic programs
- Relationship of faculty and students
- Safe/friendly
- School of Music
- School of Nursing
- Sciences
- Small campus community and smaller classrooms
- Small campus with dedicated faculty & staff
- Small town campus in rural landscape
- Smallness yet still with a "feel" of a university; never feeling like a "number" in the mass.
- Strength in natural science
- Strong accounting program - but falling apart
- Strong biology program with very high success rates for students accepted into medical/health professional/graduate schools
- Strong Fine Arts and professional programs.
- Strong liberal arts
- Strong Liberal Arts College
- Strong liberal arts combined with quality professional schools providing a unique strength an mixture to the academics and community environment
- Strong music school
- Strong preparation for graduate school in sciences or medical school
- Strong professional schools in a liberal arts setting
- Strong school of music
- Strong science school excellent graduate/professional placement in the sciences
- Student-centered

## EXHIBIT

- Student oriented with collaborative work done with faculty mentors
- Study Abroad opportunities--London Program
- Success of R. Mohan's undergraduate research group
- Support for double majors in the same or different divisions. Creative combinations of major and minor areas
- Supportive learning environment
- The combination of the liberal arts with professional programs (both in the professional schools and in business programs within the LA College) is a distinguishing feature, though NOT a positive one. Unfortunately, we're not a REAL liberal arts college.
- The fact that IWU is a four-year liberal arts university with four professional schools, especially the School of Music.
- The one thing that distinguishes IWU is its safe, boring "bubble" curriculum, which is not something we should be known for, but we are.
- The opportunity for experimental and experiential learning in May Term remains an attractive feature of the IWU curriculum.
- Theatre and Fine Arts
- Theatre program
- Two hours south of Chicago.
- Unique mixture of professional and liberal arts faculty
- Very successful athletics
- We are a unique combination of strong liberal arts studies and pre-professional training. Very few U.S. colleges/universities have this amalgam.
- Welcoming, friendly (to non-minority students)

### **FULL-TIME, TENURE-LINE FACULTY, NOT YET TENURED**

<b><u>Item</u></b>	<b><u># of Mentions</u></b>
Business	2
Liberal Arts	2
Professional Programs	3
Faculty	4

### **Single Responses**

- Good teaching
- May Term
- Natural Sciences
- Nursing
- School of Music
- Academically Strong Faculty who are also good teachers
- Amazing library
- Balance of liberal arts with professional schools
- Big business program Safe campus/location Premed program
- Bio/Pre-Med
- Bright & Motivated Students

## EXHIBIT

- Business Department
- Caring faculty
- Comprehensive Liberal Arts Program
- Cooperation between Academic Disciplines and Co-curricular Programs-allow students to be involved-do not have students make choices.
- Cost--expensive
- Excellence in teaching
- First year advising program
- Friendly community
- Inability to effect important change in a timely fashion.
- It's a comfortable place from which one might start to take some bigger risks
- Its faculty's dedication to its students and its student's dedication to its faculty.
- Its size and intimate community.
- John Wesley Powell Research Conference in which students present first-rate research mentored by an expert faculty member
- Liberal Arts focus
- Liberal Arts Program
- Lots of caring people
- Motivated students
- Obsessed with a clearly failed Gateway Colloquium at the expense of other issues.
- Pre-Medicine
- Professional programs Athletic programs
- Professional schools in the arts and nursing which are integrated with a liberal arts curriculum
- Quality of students
- Respected professional schools
- Small class size with faculty emphasis on teaching
- Small liberal arts college
- Social justice-oriented programs: Sustainability and Environmental Studies minor, the Action Research Center, and the Peace Fellows program. These show that we act on our mission statement's call to bring about social justice in many senses of the term.
- Striving for institutional greatness far beyond its economic means.
- Strong career center
- Strong desire to move into the top-tier of liberal arts institutions
- Strong fine arts tradition
- Strong professional programs that bring in great students and have great faculty colleagues
- Student-oriented
- Student to faculty ratio that allows for close student/faculty interaction and possible collaboration.
- Study abroad opportunities
- The Ames library Nursing program Graduate in four years with more than one major
- The friendliness and openness of its faculty, staff and students.
- The hidden potential in everyone here, faculty, staff, and students

## EXHIBIT

### ADJUNCT FACULTY

<u>Item</u>	<u># of Mentions</u>
Music	5
Liberal Arts	2
Small classes/size	3

### Single Responses

- Business
- Nursing
- Sciences
- Academically challenging
- Academics
- Athletics
- Caliber of Teachers
- Expensive
- Faculty/student collaboration on research projects
- Fine Arts
- Good pre med school
- High Caliber of Students
- High number of multiple majors/minors per student; both parents and students seem to appreciate having the unusual feature of a business degree as a "practical" option for concentration at a liberal arts college.
- Individual attention
- It's not in Chicago
- It's private
- It's safe
- Liberal arts
- Liberal arts based
- Music and the Fine Arts
- Outstanding facilities
- Outstanding undergrad program
- Science
- Selective admissions
- Small classes
- Small classes that foster discussion.
- Solid schools: Music Art, Nursing
- Strong alum support
- Strong athletics
- Strong liberal arts programs.
- Strong music/theatre program.
- Supportive
- The facilities.
- The faculty especially the adjunct faculty.
- The size.



## EXHIBIT

- The University is, on the whole, more responsive to faculty desires than to those of students (e.g. Course offerings).
- Theatre
- Tough academically
- Tries to offer a wide diversity of courses and programs--a few of which are under-enrolled, overly expensive, or ill-conceived

### VISITING FACULTY

<b><u>Item</u></b>	<b><u># of Mentions</u></b>
May Term	4
Music	2
Nursing	2
School of Music	2
Accounting	3
Biology	3
Combination of liberal arts & professional programs	4
Size/personal attention	8

### Single Responses

- Sciences
- May Term
- Biology
- Chemistry
- Combination of professional schools and liberal arts programs
- English
- Excellent teaching
- Fine arts
- Student-centered
- Accounting
- Accounting program
- Ames Library is impressive.
- Big college town setting for a small school (with ISU in town)
- Biology & Medical Programs
- Biology pre-med program
- Business and accounting
- Business and fine arts
- Caring community
- Combination of liberal arts and professional programs.
- Commitment to sustainability
- Connection with John Wesley Powell
- Conscientious teaching faculty
- Dedicated faculty and staff
- Economics

## EXHIBIT

- Emphasis on students
- Excellent Teaching
- Fabulous library
- Faculty-student interactions (meaning, class ratios and faculty accessibility)
- Faculty knows students
- Friendly, welcoming environment
- Gateway
- Great academic reputation
- Great facilities for a small school
- Great facility
- Highly motivated students
- Highly successful alumni
- International Studies
- John Wesley Powell Research Conf.
- Liberal Arts
- Loyal alums
- May term
- May Term Program
- Mayterm
- Mix of professional/liberal arts
- Multiple interests (double majors, minors, etc.)
- Multitalented
- Multitalented emphasis of IWU and student body--strength of academics/double majors, fine arts, athletics, student groups, research, study abroad
- Music program
- Music/Theatre Programs
- Opportunities for collaborative student-faculty research
- Over-achieving students
- Personal attention
- Personal Attention
- Personal attention with focus on graduating students in four years
- Personalized attention that students receive from faculty and staff.
- Placement rates in Business, Sciences, Law
- Pleasant campus/city environment
- Potential to be great
- Pre-Professional Science (Bio/Pre-Med)
- Professional programs in Fine Arts
- Professional schools in a liberal arts institution
- Quality of programs with interaction of students and faculty
- Reputation of fine arts and sciences
- Science Center Building
- Sciences - Biology, Chemistry
- Sciences program
- Size of campus
- Small classes with Faculty accessibility
- Small college in a college town

## EXHIBIT

- Small school, big college town
- Smart students
- Strong academics, yet friendly environment
- Strong programs in the sciences.
- Strong Student Support
- Student Affairs Programming
- Student Athletes
- Students can get involved in lots of different activities.
- Students can study fine arts and business is a liberal arts environment
- Study Abroad Program
- Talented students
- Talloires Declaration
- The liberal arts
- Varied academic programs and the ability to double major

### ADMINISTRATION

<b><u>Item</u></b>	<b><u># of Mentions</u></b>
May Term	5
Music	4
Small	5
Academic rigor	2
Biology/pre-med	4
Dedicated to students	9
Faculty	9
Facilities	4
Liberal arts	5

### Single Responses

- 4-4-1 Mayterm
- Nursing
- Biology
- Personal attention
- Theatre
- Liberal Arts focus
- Student centered
- Professional programs
- Pre-med program
- Accounting program/CPS prep
- Art program
- Arts programs bring a wealth of culture to campus
- Balance of athletics and fine arts
- Beautiful campus
- Beautiful campus with beautiful buildings.
- Bio/pre-med program

## EXHIBIT

- Biology/chemistry dept
- Blend of liberal arts and professional schools
- Business (Acct.)
- Care about student's success and prepares students for real jobs
- Close-knit community of dedicated teachers, hard-working staff and success-oriented students
- Close attention given students by both faculty and staff
- Close to home, yet somewhat diverse to allow students to ease into an ever-changing society.
- Dedicated campus community
- Dedicated Faculty and Staff
- Emphasis on scholarship
- Engaged, involved student body
- Environmentally Friendly
- Excellent faculty/student ratio.
- Excellent teachers: faculty who are great teachers and care about students
- Exceptional liberal arts education.
- Exceptional Student-Athlete Philosophy
- Extremely high placement into med schools for pre-med majors
- Faculty and student collaboration
- Focus on study abroad
- Global focus - a student's place in the world
- Good community, friendly, encouraging
- Good place to work (faculty/staff)
- Graduates of university have interesting, prestigious, worthwhile careers
- Great Facilities
- Great faculty
- Great Faculty
- Great faculty and staff
- Great location
- International focus
- Involved, interested and intelligent faculty
- Lack of a functional computer science major
- Liberal Arts emphasis
- Liberal arts plus 4 professional schools and ability to combine talents and interests.
- Liberal arts/emphasis on developing the whole person
- Library science
- Long standing tradition
- Mix of liberal arts and professional programs
- Multitalented students and faculty
- Opportunities for double major and dual degree
- Pembroke Semester and London/Madrid Semesters
- Personal touch
- Philosophy
- Pre-med
- Pre-Medicine Program

## EXHIBIT

- Pre-professional Science programs
- Quality of professional programs/fine arts
- Reputation
- Safe environment
- School of Fine Art
- Selective about student entrance requirements.
- Size - student/faculty ratio
- Small school in college town
- Small size
- Small Size: number of students
- Small university with emphasis on student achievement and attention
- Strong academically
- Strong athletics programs are what most of the public identify with.
- Student oriented.
- Student selectivity
- Student/faculty ratio
- Students and faculty involved in interesting research
- Study abroad programs
- Success of graduates
- Successful students and graduates who have been provided the opportunity to contribute to a better world
- Superior Students
- Supportive staff and faculty
- Theater
- Theater/music dept
- Theatre arts
- Three college/schools as an undergraduate only institution
- Unique liberal arts and professional schools
- Welcoming
- Wonderful Facilities

### NON-EXEMPT STAFF

<b><u>Item</u></b>	<b><u># of Mentions</u></b>
School of Music	3
Academically challenging	3
May Term	2
Music	2
Athletics	2
Expensive	2
Midwestern	2
School of Theatre Arts	2
Size	8
Student-to-teacher ratio	2

## EXHIBIT

### Single Responses

- Personal attention
- Reputation
- Small size
- Fine arts
- Liberal Arts
- Music program
- Personal Attention
- Business
- Academics
- Liberal arts
- Science
- Pre-Med
- School of music
- Professional schools
- Strong liberal arts
- A concerned office staff in almost every dept.
- Academic Reputation
- Beautiful
- Beautiful Campus
- Beauty of Campus Dorms/Library Midwest Liberal campus Expensive Education
- Buildings/grounds/facilities
- Business and Accounting Department- Many students graduating with jobs and doing various "real-world" experience during schooling
- Caring environment
- Challenging
- Community Minded
- Creativity
- Diverse Education
- Diverse programs, good study abroad opportunities
- Diversity
- Ethnic Diversity
- Faculty concern for students
- Faculty that care and are real people.
- Faculty/student ratio
- Family feel
- Financial aid is very helpful and tries to provide funds for all circumstances.
- Fine Arts and Theater program
- Flexible
- Focus and attention to become a very diverse university
- Friendly all the time
- Friendly faculty and staff
- Good faculty
- Good teacher/student ratio.
- Great school of nursing
- High Quality Education

## EXHIBIT

- International Program for both domestic and international students
- It's Music Department
- It's small size
- It's Theater Department
- Liberal Arts College
- Liberal arts combined with professional schools
- Liberal Arts Education
- Liberal Arts Program Science/Medical Programs Business Programs
- Liberal Education
- Library & associated services
- Many opportunities for student involvement, activities and study abroad
- Music Programs IWU Basketball IWU Baseball
- Music/Theatre Arts exceptional Biology Dept. Exceptional Gives great education for a small school
- Mutual respect
- Nursing School
- Opportunity
- People who LISTEN to the students (office staff and faculty)
- Personal Touch
- Professional Schools
- Quality Faculty help teach students to think critically
- Quality of faculty
- Respected
- Scholar-Athlete
- Selective
- Selectivity
- Size and friendliness
- Small community
- Small liberal arts
- Small University/Big College Town
- Small, beautiful campus
- Small/high level of college education
- Smart & talented students
- Strong biology/research
- Strong fine arts
- Strong Study Abroad Opportunities and support
- Strong, reputable professional school programs in a strong, reputable liberal arts environment.
- Student oriented
- Students can focus on Liberal Arts and also continue to grow in the Fine Arts
- Students have chance to be involved in athletics
- Technology
- The one on one available with student/faculty
- Theatre Program

## EXHIBIT

### **What do you believe the University should focus on in the immediate/short term?**

#### **SUMMARY OF ALL GROUPS**

- Improve compensation
- Increase resources
- Increase endowment/control costs/lower tuition and dependence on it
- Increase diversity
- Hire more faculty and increase quality
- Strengthen liberal arts core

#### **FULL-TIME, TENURED FACULTY**

- Reputation
- Focus on grant writing. The Development Office should meet with each department and discuss various discipline specific grants that are available. Work with the faculty in identifying these. Help advise faculty on curricular innovation that can be supported by grant writing.
- Improving the quality of faculty
- Keeping the University financially stable and affordable to keep the student base steady.
- Attending to some of the programs that are falling apart due to lack of attention and resources-
- Cost containment to avoid social stratification
- Teaching ----
- Revising the curriculum to be more creative. If we build it, they will come. Start building more traditions and making people mindful of the university's history.
- Selecting a higher quality student body.
- Improve status of current personnel
- Giving EVERY student experiential learning opportunities such as research, service learning, internships, shadowing professionals, study abroad. Perhaps making sure that every student has had one such experience by the start of the junior year. Right now, some students do "fall through the cracks" in terms of academic/career engagement. I'd like us to be a school that doesn't let anyone (even poorer students) fall through the cracks in terms of faculty reaching out to them with opportunities.
- Defining the expectations for scholarship by faculty. Increasing diversity with qualified students from other US ethnic groups and from other countries
- There are some disciplines for which the distorted salary policies of the last 15 years have made it impossible to hire, and/or created salary compression/inversion. The effect on morale is very bad.
- IWU should focus on determining it (The University) wishes the faculty to be primarily researchers who teach or teachers who occasionally do research.
- Tuition that is affordable for students.
- Upgrading campus classrooms in buildings like Shaw Hall
- Build greater diversity among faculty and students



## EXHIBIT

- Reducing faculty teaching from 6 to 5 courses so we can function better in all of our roles and still have time for our own well-being. Racial, ethnic, ability, economic diversity issues.
- Increasing faculty and staff resources
- develop faculty leadership in order to enable the faculty to work more successfully on curricular innovation, review, and improvement -- putting emphasis on process in order to have lasting value to the university 2) gain clarity on what values the Academic Affairs administrators & faculty will reward (teaching vs. Teaching & scholarship vs. Teaching & scholarship & service) and how those values relate to overall university needs 3) be more student-oriented in Academic Affairs unit 4) focus on financial stability and building additional revenue sources to support short- and long-term needs 5) achieve strategic plan goals and shape expectations that some will require work over a period of time so expectations are realistic and people don't think everything will be immediately achieved & make the "along-the-way" milestones highly visible and celebrated
- Better salaries for faculty/staff
- Develop programs to encourage innovative teaching, including use of technology in the classroom increase faculty salaries strengthen advising program increase number of students who study abroad
- Commitment of faculty to teaching critical thinking and writing across the curriculum; make a DECISION about Gateway; money for staff development and additional support staff
- Maintain/improve technology, improve faculty salaries and benefits, maintain physical plant
- Building on faculty strengths in the liberal arts (including additional faculty)
- A work environment that considers all levels of persons on campus
- First year program
- Fund raising
- Humanities Division Diverse faculty and student body
- Staffing: new faculty positions to support already-existing programs
- How to prepare our campus for the challenges coming very soon from global problems such as peak oil and global warming. Perhaps sooner than some of us would like to think about, our campus will be affected by these large problems.
- Cohesive mission
- Truly believing in the Liberal Arts, i.e., recruiting the type of students who are less career-driven and more intellectually curious.
- Resources for teaching/learning
- Pruning resource-intensive programs that are of marginal quality and contribute little to the strategic success of the University.
- Ensuring that students receive an excellent liberal arts education that empowers them to think critically about the world they live in regardless of their major area of study.
- Curricular review, revising or fixing the Gateway program, and revisiting the gen ed requirements.
- Securing a monetary future
- To increase the number of faculty

## EXHIBIT

- Making sure that all aspects of the curriculum and the faculty's teaching approaches are as challenging and engaging as they need to be, given the quality of the students.
- Continue to recruit quality students and faculty.
- Comprehensive and assertive fundraising, fundraising, fundraising.....
- Innovative programming
- Try to reduce the work load of faculty and staff. Increase environmental and global awareness
- Innovative teaching
- Becoming realistic about itself
- Lowering tuition and dependence on tuition. Building endowment. Building student and residential services. Improving aging facilities. Improving curriculum with stronger major programs.
- Strengthening the liberal arts core of the institution; revising the gen ed program and eliminating the first year writing program we currently have
- Fund raising revision of some academic programs
- Research support for faculty student diversity
- Fixing the writing program, increasing faculty to ease pressures on class size and selection, increasing basic facilities like classrooms and offices to reflect past size increases
- Hiring good teachers
- Provide the vision, administrative leadership, and resources to regain the momentum IWU had established - just a few short years ago - toward becoming a top-tier school academically and an innovative leader among our peers in both curriculum and institutional behavior. Continue efforts to diversify our campus racially, ethnically, geographically, economically, and internationally. Support and strengthen our interdisciplinary programs in environmental studies and international studies. Build upon our special opportunities for faculty-student collaboration. The recent four-year period of treading water has begun sweeping us downstream, resulting in our falling behind our peers, demoralization among the faculty as we are frustrated in our efforts to push ahead, and the degradation of what was once -recently- this university's most outstanding characteristic: it's very special sense of community. That sense must be restored soon, and visionary leadership to rally the community to unite around a sense of purpose is the key to doing so.
- Raising money
- Needs to focus its human resources: salaries, health benefits (for employees and retirees), work conditions, etc.
- Faculty support for scholarship
- Increasing endowment so can lower tuition increase
- High academic standards BOTH for its students and its faculty
- Improving the student-to-faculty ratio
- Strengthening the liberal arts core by adding faculty to teach the bursting curriculum; fix the Gateway program
- Financial soundness. Student recruitment (high ACT). Faculty recruitment (top talent). Reduced teaching load.
- Diversity, strong curriculum, finances, environmental sustainability

## EXHIBIT

- Reducing class sizes in all majors Re-emphasizing liberal arts aspect Develop a stronger curricular strategic plan
- Developing truly innovative programs that educate all IWU students for active citizenship in the 21st century. These programs would teach all students about the meaning and importance in today's global society of sustainability, social justice, and citizenship. The university should work toward an educational vision. By trying to establish our reputation by maintaining strong disciplinary programs and making sure we offer Gateways and May Terms--instead of developing innovative, new programs and recognizing the increasing need for interdisciplinary in today's world--we are, as one colleague put it, "an institution that is simply going downstream as we try to tread water."
- It should strengthen its liberal arts core. Too much emphasis is placed on the pre-professional programs and too much money is spent on those as well as the fine arts.

### **FULL-TIME, TENURE-LINE FACULTY, NOT YET TENURED**

- Driving a wooden stake into the heart of the Gateway program.
- Raising the ability to recruit more scholarly, productive faculty with better salaries, resources and benefits Increasing diversity
- We should focus on what we do well already (more support for student research, continued excellence of professional programs, and further expansion of social justice programs to include more students).
- Increasing our endowment and in turn developing both human and physical resources
- We need to rethink our approach to writing and our General Education program.
- Encourage/Support faculty to develop an innovative classes, especially interdisciplinary classes and/or incorporating liberal arts education in non-liberal arts classes
- Strengthen liberal arts
- The cost needs to get under control. At a 6-7% increase every year, makes IWU less appealing to people. Also, stop allowing Faculty members to determine when classes will be held and abusing the time outside of class. This makes it very difficult for those students who are involved in other activities...it forces them to make a choice and that's not keeping the student in mind. Our faculty can be very self-centered and believe that their major/class is the most important and don't take into consideration what else is going on in the students' lives.
- Increasing civic and environmental awareness.
- I don't know.
- Strengthening support for students, faculty, and staff
- Accepting who we are and stop trying to be someone or something else
- Increasing resources to allow faculty the time to engage students in research- i.e. Decreasing teaching load. Increasing racial diversity of faculty, staff and student body
- The administration does not appear to accept accountable for its actions. Too much "politics". The problem gets even worse at the departmental level.
- Establish a reputation as an academically-challenging institution with superior attention provided by the faculty in order to produce successful and intellectual graduates

## EXHIBIT

- Less concern with endowment and more realization that we're slipping badly with respect to our peers! Spend some money, already!
- Building its endowment
- Changing majors to reflect the present decade and the needs of the students. Increase the salary of the faculty to bring in better faculty.
- Maintain our strengths. Improve our weaknesses
- Diversity of faculty and students increase the endowment
- Sorting out curricular issues--making the curriculum innovative
- Achieving consensus about identity, and conveying to university community

### ADJUNCT FACULTY

- Recruiting good students
- 1. Respond to expressed student desires in terms of course offerings, availability of courses, etc. (No freshman should be closed out of 6 of 7 requested courses. Courses ought to be offered on a schedule that takes into account student demand.) 2. Collect data that will accurately reflect what is happening in the programs and adjust accordingly. (How many students enroll in a given course? How many chose to be there?) For example, if the Gateway course is being reviewed, find out a) what is actually happening in the course and b) what is happening in other courses at the University for which this course is supposed to prepare students. (Hint: although they ask students to analyze and think critically, the upper-level courses do not regularly ask students to write argument papers.) 3. Move toward more faculty accountability and reward for merit--at all levels; provide more feedback on performance.
- Being more environmentally responsible/ more eco-centered. Let the green in our school colors stand for something!
- Reducing debt
- Demanding ethics and morality. The school has become (as has society), very lenient. Students need an honor code that they are required to abide by.
- Individual attention to students
- Making the campus accessible for students with disabilities
- Competitive pay for faculty where there are faculty shortages nationwide
- Faculty in certain departments that put students education before personal achievement
- Making the school more financially affordable. Too many students are graduating with enormous debt. We are too expensive relative to the financial aid (non loans) available. There must be stackable scholarships such as music and academic, not forcing students to select the higher of two.
- Maintaining high quality of students and teaching of students.
- NA
- Encouraging even more faculty student collaboration, doing more to get students involved in internships early in their college career, making campus more ethnically & geographically diverse.
- The compensation for the adjunct faculty. I feel that the university tends to take for granted the adjunct faculty. Many of us do similar work, put in longer hours than the

## EXHIBIT

full time faculty and yet our compensation is so minimal. If the students really knew how much the adjunct were paid, many would probably not go into teaching.

- Resources faculty/staff satisfaction
- Diversity, especially in the teacher education program
- Not neglecting the Fine Arts in terms of financial support and budgeting.

### VISITING FACULTY

- Building a national reputation
- Expanding the ability to give larger scholarships
- Faculty resources.
- Diversity
- Developing an identity that all constituencies can agree with and then promote. We have too many view of who/what we are.
- Commitment to sustainability More students living on-campus / transitional housing
- Getting endowed funds to defray tuition rates
- Continue work on improving issues related to Human Resources that were disclosed in the North Central Self Study
- Better funding for operations at the departmental level (programs, speakers, research, and classroom materials), (2) smaller class sizes, and (3) broader array of upper division electives.
- Increasing the endowment and improved resources for the faculty
- Diversity (Faculty & Students)
- Marketing, national reputation, financial aid
- Building traditions solve staffing issues focus on leadership development for students focus on academic advising
- Maintaining cost and affordability
- Getting more Tenure-Line Faculty Positions
- Sustainability and increasing the diversity of the student and staff population.
- Endowment
- Implementing the strategic plan with a focus on the financial impacts
- Marketing our strengths to the public; creating a strong brand recognition on a regional and national level
- Higher academic standards of admittance
- Smaller class sizes; more technology in the classroom - not for the teachers, for the students.
- A capital campaign to better meet the needs of campus--faculty, staff and students Better recognition of the contributions of staff
- Communications between divisions and departments. . Faculty has more respect for the support staff.
- Recapturing its reputation as a church-related university with less emphasis on non-Christian values.
- Strengthening the liberal arts/professional mix Improving all infrastructure-related needs
- Fund Raising Curriculum Review
- We need to work on getting our internal population to agree on who we are and where we are going.

## EXHIBIT

- Support of the interior structure (people) We have already seen that since the arrival of the president
- Human Resources. There are many offices that do not have sufficient staff and employee morale suffers as a result and/or employees burn out. This has been a long standing issue that needs to be addressed.
- National Reputation
- Increasing the confidence and reputation of the school. Faculty need to recognize the distinctive aspects of their programs and be proud of their accomplishments.
- Advising. Both academic and career
- Keeping the discount rate in check
- Human resources, hiring and retaining the best faculty and staff--improving salary base

### ADMINISTRATION

- Complete top to bottom review of the campus budget; cut programs if necessary; administration needs leadership; someone needs to make the tough decisions
- Improve ability to connect students to meaningful community participation from volunteering to internships and research
- Diversity
- Get our finances back in order
- Being a frontrunner in technology
- Endowment issues and salary increases.
- Human resources
- Increase endowment \$
- Teaching students about tradition/supporting IWU
- Increasing the endowment, upgrading infrastructure (classrooms, technology), and human resources (being a good employer.)
- Increasing wages (non-merit) for employees in order to be competitive and keeping costs of health insurance affordable.
- Technology- wireless everywhere; card access to residence halls; more advanced laundry services
- Increasing support (financial and administratively w/ faculty) the division of student affairs. New VP finally has title, but not an equal seat at cabinet table...with national focus on co-curricular learning, service learning, civic engagement, we have to lend support here or other universities will pass us up and stellar VP of Student Affairs will leave and go where she can use her talents, will be supported and appreciated.
- Financial Resources
- Keeping it affordable, diversity of students and faculty, national reputation
- Improving facilities (esp. Res halls) and continuing to ensure safety
- Fleshing out this part of its mission statement: The University through its policies, programs and practices is committed to diversity, social justice and environmental sustainability.
- Keeping costs reasonable and helping students with financial aid.
- Attracting and keeping good students and good faculty.
- Increasing diversity of student body

## EXHIBIT

- Expanding national attention to the college
- Becoming more affordable
- Starting/finishing the welcome center
- Increase in academic rigor retention and development of faculty and staff
- Greater acceptance of the growing Christian groups on campus
- Academics
- More athletics funding
- Building on the endowment to enhance scholarships and programs on campus.
- Increasing ethnic diversity of faculty, staff and students
- Technology
- Competitive pay to keep quality people, especially in IT
- Selectivity in admissions and fundraising for general university use, not merely in academics
- Alcohol/drug abuse use in fraternities
- Diversity environmentally friendly better academic counseling services
- Stronger relationships between faculty and the Dean of Students office to enhance student success
- Building the endowment
- The students well-being
- Cost

### **NON-EXEMPT STAFF**

- Childcare for faculty and staff. Human Resources staffing. Updated technology - server to allow for secure submission of forms/digital signatures.
- Human resources!!!
- Increasing global consciousness of IWU's community (students/staff), providing good emotional, financial support for international and diverse students
- Identity--continued better housing options
- Greater support for ethnic and socioeconomic diversity, especially students who may not be as financially able to attend IWU, but who deserve the same opportunities as wealthier students.
- STAFF
- Making the University more affordable
- Not only competitive salaries, but excellent salaries. Student Wellness/Recreation and diversifying degree programs.
- Pay scales - making sure employees are being paid what they are worth; also updating/fixing buildings where needed
- Keeping student retention high; keeping and/or hiring quality faculty AND staff
- Service for students (opportunities for faculty/staff also)
- Not building until we can afford it
- The University needs to focus on more diversity including students, faculty and staff
- Trying to get the staff equal to the faculty
- Keeping good faculty and staff with competitive wages and progressive training and development opportunities.

## EXHIBIT

- Revamping Academic advisement and reviewing the purpose and intent of the Gateway program
- Environmental safety of the buildings training of security
- Keeping its integrity and character as a quality Liberal Arts institution.
- Maintaining its excellence
- Ethnic diversity within student population.
- How to maintain cost while still providing a quality experience.
- Improving internal communication; giving everyone on campus a better idea of the intellectual/service activities that are going on
- Reining in on the budget before we dive into the strategic plan.
- Diversity, outreach outside of the Chicago land area to bring in more diverse students and mind sets
- Communication within the campus
- Hiring more diverse faculty and staff, Attracting a more diverse student body, More accessibility for disabled individuals, treating the staff better, more inspiring residence halls
- Better housing arrangements for students so not so many of them move off campus
- Clarifying for the faculty and staff what it's mission and priorities are
- Making it more affordable to the average student
- Executing the goals set forth in the strategic plan
- I believe that the University should focus on their staff right now. I think that's an area that they have not paid much attention to. Staff needs to receive more competitive salaries. This will help with retention and morale. The staff is the heart of the university.
- Technology within the professional schools
- Student safety and education
- If you are looking at a focus in relation to student/faculty/academic areas, I think we should continue on the path to excellence in education. As a non-exempt staff member, I would personally like to see the University focus more on personal benefits to boost morale.
- Creating a more diverse campus, but not sacrificing academic standards. Creating a more diverse and innovative curriculum for students.
- Being financially competitive with similar universities, so as not to lose top students
- Catching up with the new generations' styles of learning, receiving. Clean up the Info Tech!!! They need to be more advanced!
- Helping support staff not being so over worked and under paid.
- Paying staff competitively to keep quality employees.
- Up to date technology
- Building up the endowment
- Have RA's/HD's get more involved with each student in their buildings/know who they are (using Virginia Tech as an example)
- Holding the line on tuition.



## EXHIBIT

### What do you believe the University should focus on in the long term?

#### SUMMARY OF ALL GROUPS

- Improve diversity
- Improve academic rigor
- Improve salaries
- Increase the endowment
- Expand the campus/facilities

#### FULL-TIME, TENURED FACULTY

- Racial/ethnic diversity
- Hiring top people with more competitive salaries and supporting existing faculty and programs. We try to do too much with too little. We are all asked to be two faculty members at once.
- Improving national reputation and position in rankings
- Working to increase endowment to add more faculty, in order to provide more choice for students and reduced workloads for faculty (so as to increase research productivity).
- Focus on maintaining and improving academic quality - if we do that, the rest will take care of itself
- Increase size of support and administrative staff
- Remaining affordable
- Work toward full diversity of students and faculty and toward establishing a true, national reputation. How much is Bloomington-Normal a liability? Partner with both towns to remedy that problem.
- Giving the faculty a lighter teaching load to help focus more on publishing to get us into a higher tier.
- Hire more personnel
- Larger endowment to support teaching innovation and experiential learning.
- Making the University more affordable.
- Build up the faculty in the liberal arts disciplines, recruit students interested in majoring in those disciplines, and really push good undergraduate research and scholarship.
- Improve the quality of the programs that we offer.
- Faculty salaries. Concert Hall.
- Reputation for excellence in liberal arts
- Ensure ability to hire first-rate faculty
- Some physical plant issues.
- Encouraging more balanced interests among its student body
- focus on financial stability and building additional revenue sources to support short- and long-term needs 2) bringing more information to the faculty about higher education industry issues & trends so faculty decisions about curriculum are more informed 3) improve cross-communication on working issues & reward proactive collaboration across units as well as committees
- Better salaries for faculty/staff

## EXHIBIT

- New theatre building strengthen alumni ties increase diversity of students, faculty increase endowment
- Diversity across campus (students, faculty, staff), emphasize ethics (not religion/morality), faculty cohesion
- Being more diverse, environmentally and globally aware
- Economic stability
- Academic excellence
- Development funding
- Academic standards
- Broader geographic representation among students
- Advising students so that they integrate academic courses and off-campus experiences (internships, study abroad) that will enhance their future careers during their tenure at IWU.
- IWU has talented students and an excellent faculty. Yet we tend to look to other universities for instruction about how to set our goals and choose our methods. While choosing to do so selectively, IWU could identify one or two areas where we might lead other universities toward innovative practices. It may also become increasingly important to tie our identity's definition, and our understanding of what we have that no one else has, to practices and programs that are tied to the region in which we are located. What can we do here on the great plains that no other university could do? What are the social, ecologically, or political challenges face us in this part of the world, and how can IWU's work address these concerns? Paradoxically, such awareness might improve bring us the national attention that so many on our campus crave. Focusing on where we live might further develop our ability to offer unique and truly helpful contributions to our world.
- Academic rigor
- Developing interdisciplinary programs that respect and utilize the "less marketable" skills of faculty in the Humanities.
- Greater diversity among students and faculty
- Increasing faculty accountability.
- Ensuring that students receive an excellent liberal arts education that empowers them to think critically about the world they live in regardless of their major area of study.
- Supporting liberal arts students better: recruiting more students interested in majoring in these areas, as opposed to professional schools (our professional school are already very strong).
- Expanding programs and offerings based on unified thought of faculty and administration
- To reduce present teaching load from 6 to 5 courses a year
- Trying to be the best Illinois Wesleyan it can be and avoiding the perpetual "wannabe" syndrome it seems to have been in for 15 to 20 years.
- Enhancing the endowment so that more diverse students and faculty can be part of the community while supporting the excellent and existing students and faculty. The co-existence of the liberal arts and professional programs is one of our greatest strengths and efforts need to be put in place that will continue to strengthen that partnership.
- Fundraising and innovation with respect to various academic programs so that we can become more competitive in the higher education marketplace.

## EXHIBIT

- Global focus
- Increase environmental and global awareness.
- Core classes for general education
- Getting better in weak areas
- Same list
- Extending its reach to different student populations: ethnic and regional diversity
- Fund raising academic programs diversity national reputation
- Increase the endowment moving to a lower teaching load
- Decreasing faculty course load to give them time to do their jobs well, much greater emphasis on pedagogy training, new theatre
- Recruiting good students
- Fully commit the university to implement the Mission Statement that the faculty worked so hard to craft. Refocus the teaching to emphasize critical thinking among our students and to improve their ability to communicate those thoughts, especially in writing. Make this university a leading institution in the areas of environmental sustainability, international understanding, and social justice, an institution for others to emulate, both inside and outside of academia.
- Academic excellence
- Continuing to improve its quality and "place" in the academic world and assuring that it remains affordable choice to students/families of the future
- Faculty support for scholarship
- Increasing endowment so can lower tuition increase
- High academic standards BOTH for its students and its faculty
- Improving the student-to-faculty ratio
- Move from six to five courses
- Higher expectations for scholarship and artistic achievement. Development of an intellectual culture. Rank among the top 40 liberal arts. Colleges.
- Same
- Reducing faculty teaching load from 6 to 5
- Becoming a leader in the areas defined above under short term focus. If we work to develop innovative programs that educate for global problems and conditions of the 21st century, we stand a chance of developing a national reputation. We also increase our chances of attracting an ethnically, economically and regionally diverse student body, faculty, and staff willing to move to central Illinois. Finally, we increase our likelihood of acquiring institutional grants and alumni support to further not only these innovative programs but core disciplinary programs and other institutional endeavors as well.
- Resources should be spent on strengthening the offerings in the humanities, instead of continuing to build non liberal arts programs such as psychology, business, or the fine arts curricula. The humanities need more staffing and better salaries to keep qualified people. The humanities also need better recruitment of quality students to their programs. Too many students attend IWU to study bio, psych, business, theatre, music, etc. Why can't the humanities be the first choice for majors at IWU, the way they are for students who attend Grinnell or Carleton, etc.? We do not have to continue to be a "wanna be" liberal arts college.

## EXHIBIT

### **FULL-TIME, TENURE-LINE FACULTY, NOT YET TENURED**

- Reducing faculty workload.
- Making sure we have a consolidated identity
- We should consider how to decrease the cost of an IWU education, decrease demands on faculty time, and increase diversity among students, faculty and staff (both in terms of ethnicity, geography, and economics).
- Increasing our national reputation and becoming a top-tier Liberal Arts University
- We need to make sure that every member of the faculty and staff is well-supported in terms of salary, benefits, and opportunities to learn and grow. In order for this to happen, significant resources need to be added to Human Resources and to the Mellon Center.
- Support both faculty and student research.
- Curb dominance of professional schools
- New dorms, adding more students, improving some campus facilities, but at the same time without increasing the price to the point that it's not affordable or appealing.
- Resisting the urge to define itself based on the research universities -- concentrate on what we can do better by being smaller.
- I don't know
- Same
- Increasing resources to allow faculty the time to engage students in research- i.e. Decreasing teaching load. Increasing racial diversity of faculty, staff and student body engaging students in social justice issues and surrounding community
- The long term will take care of itself if the political games stop and those involved will "keep it real" through focusing on important issues.
- Build a community within the university and its vicinity which enhances the collegial and academic environment for students during their tenure here
- Fix the endowment
- Strengthening its emphasis on its liberal arts character and its preparation of its students for life-long learning, not just for professions
- Maintain the facilities and enhance the reputation of the university with the offering of its programs.
- Become a top 15 Liberal Arts School with a Midwestern Flare
- Move further toward liberal arts college model
- Increase endowment
- Sincere shared commitment to diversity

### **ADJUNCT FACULTY**

- Better salaries for adjuncts
- Focus on the short-term satisfaction of the students and on providing them with an educational experience that they WANT to have, and the future will take care of itself. It is wonderfully tempting to float long-term goals, but, frankly, if the immediate needs of the students are not being met, this sort of planning should not have much energy devoted to it. Let's not build castles in the air when the foundation we're standing on needs repair.

## EXHIBIT

- Providing better activities for students in their social lives--there is still too much emphasis on the Greek System.
- Maintaining good academic programs
- Go back to the religious affiliation that made IWU great. We used to take religion classes and professors had high expectations for us morally and ethically. I don't see that anymore. It is extremely liberal.
- Caring faculty
- Becoming the premier Midwestern university
- Diversity
- Raising academic standards.
- Performing Arts Center
- Becoming financially affordable for genuine middle class families.
- Spread the university's reputation nationally, perhaps by attracting more out of state students.
- There are buildings that need to be updated and expanded. There seems to be shortage of space.
- Academic reputation
- Keeping up with technology and future career needs

### VISITING FACULTY

- Building a national reputation
- Construct a larger concert hall
- Reducing teaching load and/or decreasing faculty/student ratio.
- Curriculum diversity, reduction in teaching load to encourage more scholarly work
- Improving our national reputation 2. Being more innovative
- All students living on-campus Fiscal strength Diversity of students, employees
- Endowed funds to support faculty development
- Better long range planning If we build new structures on campus, don't just raise enough money to build it, but to sustain it for years to come. Stronger internal communication
- Increasing quality and number of faculty, programs, and technology by greatly increasing endowment.
- National and international recognition
- Student life / services
- Marketing, national reputation, financial aid
- Diversity among the entire community increase staffing numbers build up IWU Security Department build up IWU Counseling Services
- Diverse faculty, making ourselves less regional and more national
- Gathering more resources for helping faculty to conduct both scientific research and teach effectively.
- Sustainability
- Endowment
- Strengthening our ability to recruit and retain quality faculty in conjunction high selectivity for students coupled with a dynamic campus experience for students

## EXHIBIT

- Building the endowment and growing the curricular offerings while maintaining the personal attention per student
- Academically rigorous courses taught by engaging faculty
- University identity. It seems to me that being a small university you would want the students to get more personal attention and therefore focus on hiring and retaining great teachers. I know there accreditation considerations but that should not keep the university from focusing on the students' learning and getting the personal attention and caring that a 'good' teacher can provide. When 'good' teachers and students can develop a personal relationship better collaboration will result. In turn this collaboration will provide an atmosphere in which research can be more readily facilitated.
- Bridging the gulf between the academic and student affairs. Resolving our university/church relationship...it is confusing as we have Wesleyan in our name, but not so much in our game.
- Same as above
- Increased Endowment
- Add more faculty so that ration is more like 10/1 Increase and strengthen intellectual climate
- New Classroom Building New Theater Building Faculty/Staff Enhancements
- We need to increase our endowment
- Create an awareness among faculty, staff, students about the need to be supportive financially for the quality to continue
- Strengthening certain academic programs. It is unfortunate that we graduate our largest group of students in business majors (broadly defined) and yet our business program is not accredited and the quality of the programs is not as strong as it should be for a school of IWU's caliber and cost.
- National Reputation
- Financial growth in all aspects of the university. Additional funds in financial aid will make a tremendous difference for admissions, financial aid, retention, and for student loan indebtedness.
- Endowment growth
- Having an endowment that would allow us to meet 100% of need.
- Endowment so that IWU is in a better position fiscally to achieve our goals

### ADMINISTRATION

- Improving endowment and focus on core strengths
- Rebuild endowment
- Diversity
- Less breadth - more depth (classes, majors, minors, buildings, human resources, etc.)  
Our roots seem very shallow - we try to do too many things and don't do them as well as we could do fewer things.
- Hire faculty more for their personality than their advanced degrees.
- Keeping salaries competitive for faculty and staff to help with retention.
- Strategic plan in general
- Study abroad, languages, global focus and experiences for students

## EXHIBIT

- Raising money...it would help meet a lot of other challenges the University faces
- Maintaining quality education at a reasonable cost while providing excellent opportunity to student, faculty and staff
- More interaction between Faculty/Staff and students--the IWU Council for Women is a good example.
- Ethnic diversity
- Finding ways for faculty and staff to collaborate effectively, in order to better prepare our graduates to become global citizens with necessary life skills to contribute to society....with technology, students are lacking in life skills ...decision-making, common sense, independence, while learning in the class room....my concern is outside of the academic setting....what are we doing to address the whole student.
- Better integration and support for technology for teaching and learning
- Affordability, Main St. Corridor (immediate surroundings), bumping a few more programs to top tier level
- Recruiting more ethnically and economically diverse students
- Same as above, plus deciding where the school fits in terms of the college landscape, i.e., are we a selective school for students, or are we a back-up school?
- Increasing the endowment.
- Increasing the endowment and growing as the world environment changes.
- A better balance between tradition and progress increased openness to change...there is a culture on campus of adhering to certain practices because "this is the way it's always been done" too much weight given to "tradition" vs. what is the best choice...again, this contributes to the culture of IWU, and in this way IWU is not progressive....when new staff comes in and tries to do things differently, there seems to be resistance change the culture of IWU being a "good old boys" network
- Increasing resources/incentive for faculty
- Continued emphasis on all diversities
- Raising the endowment
- Develop a better integration with the Bloomington community
- Upgrades to existing infrastructure.
- Being technologically competitive
- Athletics funding and overall prestige and reputation of an IWU education.
- Becoming a more nationally balanced school with a national reputation.
- Re-evaluating the curriculum, ensure all spaces on campus are handicap accessible, provide a new multicultural center space
- Building upgrades
- Continue offering superb academic courses to outstanding students without the need for more growth in population
- Better use of funds (money)
- Financial growth increasing academic reputation higher student satisfaction
- The same
- High-reputation, quality faculty
- Physical Plant Maintenance, Not just maintaining, but improving.
- Endowment

## EXHIBIT

### NON-EXEMPT STAFF

- Faculty should focus on students more than research. Should focus more on environmental issues, and overhaul the heating and cooling system so it is more efficient and cost effective.
- Functional growth of student body toward a more civic, service, environmental orientation
- Integrating learning across the student lives, not just class room; increasing awareness of service learning, internships, and concepts identified in Learning Re-Considered.
- Who are we and where are we going? We made it to the national liberal arts list and now what? Do we want to get better? DO we need to recruit nationally and should we care if we're not really a "national" school and known in California and Maryland?
- More technological advances and less settling comfortably into what we've always done.
- STAFF
- More chairs
- IWU needs to do a much better job of planning and budgeting for maintenance and upkeep of buildings. Instead of just building new buildings and having no plan for keeping those up-to-date with equipment and space i.e. Shirk. Competitive Salaries
- Improve their "green" programs; more cutting edge technology for the campus
- Acquiring and retention of quality faculty, staff and students; improving communication campus-wide
- A new science building with more room!
- Making the University more attainable for all income groups
- Making sure we are able to have staff's children attend IWU and still work on the daycare facility on campus
- Keeping the university experience personal, supportive, and challenging. Innovative approach to learning and access to research. Keep facilities and resources up to date.
- Enriching the student experience
- Retention of students, technology that works (at registration, etc.) Communication
- Keeping its integrity and character as a quality Liberal Arts institution.
- Ethnic diversity within student population
- Improving staff salaries and morale.
- Defining the value of IWU--enhancing the image of our academics and social conscience to offset the perception of high cost
- Make more cohesive relationships between staff, administrators, faculty, and students. Make the students our number one priority.
- Same as above. Also bridge the gap between faculty and staff; we're all on the same side.
- Bringing existing buildings up to date.
- More diverse faculty and staff, better service to students people other than faculty doing 1st year advising
- Better HR program that is more supportive of the support staff on campus
- Focusing on truth in its ethical and academic pursuits, including recalling it's Christian roots, but more generally by ignoring national trends that paint diversity as meaning everything is subjective in nature
- Not sure



## EXHIBIT

- Maintaining and constantly examining those goals to continue to grow and evolve as a strong, ethical, diverse university
- I think the campus needs new buildings. The current ones are old and need lots of work.
- Diversity, ethnic and general
- Better facilities for students (residence halls/student affairs buildings
- Same as above.
- Affordable tuition! Creating an environmentally sound campus community. Creating a less isolated campus feel for the students.
- Tearing down the old library, or restoring
- Monetary gains to continue hiring support staff and building more dorms and parking lots
- Providing quality education from quality faculty and staff.
- Better staff raises to keep up with the cost of living
- Expanding the campus
- Increasing diversity
- Financial sustainability

### **Reasons for Saying “Yes” to Living the Mission**

#### **FULL-TIME, TENURED FACULTY**

- Because we are always trying ---
- I feel that in our courses, we try to foster all the statements in the statement. 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.
- Because the mission statements was drafted to reflect what we do, rather than what we aspire to do.
- I genuinely think that the mission statement gives a good description of what we want to do and that we are doing a good job meeting that mission.
- While there are ways the university can do better in relation to living the mission, there is a good faith effort by many individuals and by the President.
- Strong leadership is helping the campus work on these goals
- The desire is there, we have excellent faculty & staff, a good foundation to build on.  
**BUT CAN DO BETTER!**
- Given the unrealistic lack of focus to the mission statement, filled as it is with the many bromide acknowledgements to so many non-critical objectives and goals -- we're doing as well as could be expected.
- I look at the mission as a hierarchically arranged paradigm statement. I believe that we are actually living most of the mission on a daily basis and that some aspects of it are inspirational--especially the statements pertaining to social justice and diversity.
- I answered yes because I think we are striving to achieve what is described in mission even though we have areas that need to continue to be explored. I believe that we are a dynamic faculty and staff and strive every day to be what is described in the mission statement.

## EXHIBIT

- There are financial constraints that prevent IWU from more completely fulfilling its mission
- The "mission" is vague and easily met.
- Because most of us hold these values in high regard and work hard to meet them, despite burdensome time pressures and in some areas marginal resources.
- Because with very little money we do a lot
- I believe strongly in a liberal arts education and a challenging college curriculum
- The Mission Statement accurately describes what we are -- a small university with a mix of professional and liberal arts programs. IWU tries to be all things to all people, so it has no distinguishing characteristics. The Mission Statement is a hodge-podge of things deemed desirable to comparable universities in our market niche. It describes a place with no distinctive identity, a place that would rather reflect back to the observer a kaleidoscope of clichés than risk defining for itself what is truly valuable and crafting a faculty, a curriculum, and a student body around that central purpose.

### **FULL-TIME, TENURE-LINE FACULTY, NOT YET TENURED**

- I would expect a university to be meeting about 80% of its mission statement, and I feel that Wesleyan is run by an administration that really believes in the mission statement. Where we do not meet our statement, I think positive changes are being made.
- Because the question asked "...the best it can" (which is an odd phrasing). But, I take that to be a disclaimer to suggest that it can live up to the ideals in the mission statement while still seeking to improve itself and improve upon its ability to live up to its own mission statement.
- Because of the phrase, "as well as it can." IWU is not a perfect place, and it is a place that still has not decided what the meaning of the mission statement is. With that in mind, we are doing good work toward a moving goal.
- I have been a part of IWU for almost 2 years. I feel qualified to express my opinions on where the current perception is. I am still in the process of evaluating what changes are needed. I have been on the outside of IWU for some time; now that I am "inside" I believe that the direction and vision is there.
- Despite the many weaknesses of the mission statement, it does focus on IWU's distinct competencies.
- We are doing the best with what we can.
- We crafted this mission statement together.
- The faculty and administration are clearly focused on the ideals that the above statement represents. Many aspects of this are seen during a brief visit to this campus. However, of greatest importance is the idea that this commitment is cohesive and maintained. This sometimes involves a re-evaluation of how these ideals are achieved.
- I believe in this school and its philosophy. We just need to improve in certain areas.
- IWU is doing the best it can given composition of administration and faculty

## EXHIBIT

### ADJUNCT FACULTY

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- I believe in this school and its philosophy. We just need to improve in certain areas.
- IWU is doing the best it can given composition of administration and faculty

### VISITING FACULTY

- Leadership is emphasizing mission
- Exceptional student opportunities, trusting relationships within the administration, great communication between departments, an excellent president, most importantly happy students who have pride in the institution.
- I answered yes, because I believe that IWU is doing the best that it can with the resources it has available. I believe that the faculty, staff and administration can do much BETTER, but that it will take a lot of resources (MONEY) to reach our full potential.
- Strong community, success or an effort toward many of the important points in the mission
- While not strong in every area of the statement, the University seems committed to moving in that direction. For example, diversity of student body has been on the increase, and there are statements that indicate achieving faculty diversity is on the administration's agenda.
- Because I believe that every effort is being put forth to live this mission statement even if it is not fully realized yet.

## EXHIBIT

- I am impressed that IWU has accomplished a great deal of their mission statement on relatively limited resources.
- I know that the mission statement was developed in the last few years and is very fresh in the mind of the trustees and administration. Because of its newness, I believe that there a legitimate effort to try to adhere to it.
- I think it does all of these things and would do more if the budget were big enough!
- It sounds exactly as what we are doing.
- Yes
- We do have a supportive community and the campus is interested in the items listed in our mission. Administration is focusing on items within the mission.
- I think the University is either meeting the goals stated in the mission or at the very least has them in mind when considering University decisions
- Just because they do try very hard to live up to the statement especially in the diverse curriculum and off campus learning.
- The University is accomplishing most of its goals, but more needs to be done in the way of providing opportunities for more students to attend the University at an affordable cost.
- Efforts are being made on all fronts, but it takes time to effect change. Student diversity is happening, which is exciting, but the faculty have not embraced this issue. More focus on service to the community needs to occur.
- Because I believe at core we do "foster creativity, critical thinking, effective communication, and strength of character and a spirit of inquiry. That to me is the essence of IWU in a highly selective environment.
- I know the effort that many are putting into making Illinois Wesleyan the best place it can be. Those that complain need to offer positive, constructive ideas or suggestions. This is a better place than it was 25 years ago and better than 5 years ago. The best days are yet to come!
- Because there was strong representation from all areas of the University and I believe there is strong support for the mission, and faculty, staff and students do the best they can to live out the mission.
- Because I think we are.

### ADMINISTRATION

- I feel there is strong leadership at IWU. Faculty and staff are caring, passionate and inspiring. Students have a rich experience.
- Because this mission statement seems to be what the University strives for on a daily basis.
- Based on budget available, University is doing the best it can.
- There are a lot of programs that are consistently asking for the input of staff and faculty about how they can improve the services and provide a better understanding of how to implement improvement.
- 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.

## EXHIBIT

- Student community is tightly knit, students are taught diversity, social justice and environmental sustainability.
- Although the mission statement tries to be all things to all people, we're truly striving in many of these areas.
- The recently written mission statement was written with campus community support and fulfills what the IWU community feels should be the University's mission.
- It tries to support what's right. It is definitely residential, close-knit, etc.
- I did not find any contradictions in the statement.
- The University could always do better, but on the whole the school's instructors, curriculum, staff and campus community work hard to produce responsible citizens.
- As I read the mission statement I see many statements and recognize how they are being carried out on campus (e.g. Opportunities for study off campus, developing critical thinking, etc) I see ways in which IWU could improve, especially in the areas of increasing diversity, but overall, I believe IWU is doing the best it can at this point in time.
- I have only been here a short time, yet the people here do commit themselves to the ideal of education for the true love of education - for students and for the world community
- Because we are currently working on many of the things we say we're committed to in that statement
- Illinois Wesleyan is doing the best it can to follow the mission while policymakers struggle to strengthen the foundation upon which the mission could be better met
- We really preach those things lined out in the statement. You hear them all the time, but sometimes, we need to practice them better.
- There is certainly more that can be done to live this mission, but the faculty and staff on this campus work tirelessly to live the mission to the extent that resources allow them to do so.
- Yes
- I based it on the success of our alumni
- Given what the University has struggled with monetarily and the way they hold the line, attracting top of the line students and faculty and retention has all been well done
- The words "as best it can"...IWU has grown a lot in the last 20 years and is to be admired for its ambition, particularly with building improvements and faculty development. It is falling well short in goals such as environmental awareness and diversity, but it is committing resources and involvement in those areas. And in civic engagement and global awareness, I think it's shown marked improvement, especially under Dick Wilson's leadership. In general the strategic plan is an excellent blueprint for the university's continued success.
- Because I believe IWU is working to improve based on the mission statement?
- Every word in the statement is true in some corner of the University; we still need to make true in every corner of the University
- I feel for the most part it is providing the mission. I feel that improvements can be made in the opportunities for developing strength of character.

## EXHIBIT

### NON-EXEMPT STAFF

- It really summed up the average experience a student can have at IWU
- It is attempting to follow the mission.
- In the time I have spent at IWU and from what I have learned, the faculty, staff, and student body prove to be a success.
- There were only two choices (yes and no) and as far as I know, it seems to be doing most of what is written so no would have been an incorrect choice.
- IWU does provide a high quality liberal arts education. From what I've heard and seen, many graduates become very successful and do meaningful work.
- For the most part, IWU does the things it supports in the mission. There are a lot of opportunities for students here and it is academically challenging.
- I feel with the resources we have at the present time, the University is doing what it can to meet its mission statement. I also feel with additional resources, it will continue to strive to do more.
- Because i think they are trying to just what was stated
- The university has spent much effort and resources to offer a wide range of educational and personal experiences to help each student reach their potential and become a well rounded person. To make them able to excel in a global society on several different levels. It is training for life in an ever-changing world. No paths are unexplored if the student is motivated and curious.
- I feel that strategic planning has us on the path to accomplish goals related to the mission.
- I don't know
- Because it describes the University's intentions well.
- Because everything done is with the Student's best interest in mind
- The Student Workers who work in the same office as I do seem to exhibit (year after year) most of the points listed in the mission statement. That is proof that the University implements these important concepts in its university existence.
- Because I see these characteristics every day, every year on campus. Of course, the search for improvement should never be set aside.
- I've worked here for 16 years. I've seen the efforts first-hand.
- Because of strong program offerings both on and off campus.
- From what I know, IWU provides students with an excellent education. This in turn, gives them many opportunities to succeed in the after-college world.
- Mission statements are board statements - it would be difficult to not meet the statement.
- There are many key components in the Mission Statement that describe the education at IWU.
- Well I work here.
- I think it defines the university.
- A mission statement is typically broad and this one is very broad. It's doing the best it can, in the sense that it would be impossible to fulfill its stated mission very well. It should be more focused and attainable for the mission to be worthy of being a gauge.
- I answered yes because I feel the University is fulfilling this mission statement to the best of their ability. Especially in the geographic location of Bloomington, Illinois.

## EXHIBIT

- The University community spends a lot of time coming up with its statement and had input from many faculty and staff, so I believe they stated what we were doing.
- I think for the most part it is living up to its mission. We still have a long way to go in the areas of diversity and environmental sustainability.
- I think IWU is very focused on the student population and making sure they are afforded the finest education with the support of an excellent faculty.
- This is what I hear from students, and see them achieve throughout their time at IWU.
- I believe the higher-ups pay close attention to this mission.
- It has been my experience that students here at Illinois Wesleyan are number one, as they should be. IWU is dedicated to its students' and their success.
- It is a tightly knit, supportive community.
- IWU strives to excel at what it does the best. It has a great student population, faculty and staff.
- It is a smaller liberal arts college that supports diversity and a supportive environment.
- I answered yes because I believe IWU is providing its students with a strong liberal arts education. I agree that it "fosters creativity, critical thinking, effective communication, strength of character and a spirit of inquiry; it deepens the specialized knowledge of a discipline with a comprehensive world view". I also agree with the statement about our campus being "tightly knit, supportive university community".
- Students mature and evolve during their time here.
- I have been at IWU for nearly 37 years. I've known many students, faculty and staff. It has always been strong academically. With the addition of the Shirk Center our students can not only be academically but physically strong as well.
- I feel the current administration is working hard to live up to this vision

### **Reasons for Saying “No” to Living the Mission**

#### **FULL-TIME, TENURED FACULTY**

- IWU promises so much but it offers too little.
- IWU is resting on its laurels from the nineties. Because we have no money, we haven't been able to innovate since 2000 really. Our technology, which was heralded as innovated in the 90s, is now incredibly behind due to lack of funding. This is just one example of a broader problem. Also IWU is still experiencing growing pains from the 90s because it is improved greatly.
- I feel that many of my faculty colleagues do not appreciate the advantages we have at Illinois Wesleyan. Negativity permeates too many of our faculty interactions, preventing us from working effectively to find solutions for ongoing issues such as the Gateway "problem."
- Says that we do everything- we need to focus on what we can do well
- We do little to promote citizenship, diversity and environmental sustainability
- The university isn't pursuing diversity as actively as they could.
- There are no effective ways and means to achieve the current mission statement.

## EXHIBIT

- Our Gen Ed program only begins to reach many of the ideals in the mission statement. We are not doing as well as we should be for several reasons. 1. Lack of shared vision. The mission statement is more a collage of representative priorities than a shared set of priorities. We don't feel collectively responsible for carrying out the stated mission. Many of us see ourselves taking care of this or that part of the mission, but not the whole thing. 2. We need more faculty and smaller class sizes. 3. Our students feel much pressured by the outside world to credential themselves through activities, leadership, multiple majors/minors, strong performance on standardized tests etc. All this really cuts into academic exploration, casual social time, pleasure reading etc. Etc. I wish that we as a community were less caught-up in the whole credentialing movement. We spend so much time credentialing or students (and the institution, e.g. U.S. News rankings) that it takes away from the fun of learning and makes us a less relaxed community.
- 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
- First, we are not really "A tight knit ... University community;" if we were, university-wide convocations wouldn't fit in Westbrook Auditorium. Second, there is a disconnect between faculty and student academic distributions. In some large majors, there is little opportunity for "close interaction with excellent faculty." In some, there is too little challenge; in others, there is too little support.
- I do not like the Mission Statement
- Doesn't say enough about the fine arts/professional schools.
- Faculty is losing its focus on teaching as primary mission of liberal arts environment. Many areas of university view liberal arts as "enhancement" rather than center.
- Not enough money to accomplish the mission.
- Generally I agree with the mission, but there should ALWAYS be room for improvement. I would hate to see us sitting on our laurels. I think that we could be more academically challenging for our students. We also can improve on creativity, critical thinking, effective communication, a spirit of inquiry, global awareness, and diversity.
- Although we certainly strive to fulfill our mission there will always be room for improvement.
- We have slipped in the past 6-7 years
- Economic straits are limiting the resources available for faculty hiring and development.
- Diversity is limited, civic engagement and preparation for life beyond IWU is minimal
- New administrators have been hired over the past few years yet there is no diversity in the midst of them -- if diversity is important, then the top should lead the mission
- Professional programs (Music, business, especially) are too narrow and limit possibilities for students.
- We have work to do in many areas: civic-mindedness, global awareness, environmental sustainability, ethnic and economic diversity of students, faculty, and staff (especially students)



## EXHIBIT

- It is very admirable and a sign of new vigor that IWU has come together as a community to adopt our current mission statement. However, many topics described in the mission statement are goals for the university, rather than approaches or supporting philosophies that inform our present efforts as thoroughly as they might.
- We have limited emphasis on diversity and environmental issues
- Because despite rhetoric, the "trade schools" dominate recruiting efforts, and the true Liberal disciplines are relegated to a check-off list: considered necessary for well-roundedness, but not otherwise useful.
- We aren't devoting enough human resources to writing across the curriculum and developing critical thinking skills in our students. Many students in professional schools don't have to take the full load of general education courses required of other students. Many faculty in those programs, and even some in the sciences and social sciences, have as a primary concern the "professionalization" of their students; their primary concern is to socialize their students into an increasingly narrow professional role at a time in world history when we need citizens in all professions who can make connections between things, who can think out of the boxes into which we are increasingly socializing them.
- The phrase "liberal education" is prominently featured, but I don't think we always deliver on it. Professional programs impose lots of restrictions on student's desires. Some programs see the courses for their major as the only really important thing there is; general education is just a bother, some hoops the students have to jump through. Some faculty actively discourage students from pursuing course interests outside their division or school.
- IWU is not fulfilling any of its mission statements. It simply cannot: not enough people, no innovative programs, lack of good advising etc.
- Faculty too often express disappointment in the students rather than accepting the students as they are and challenging them/encouraging them to be the best that they can be. The quality of IWU students would be the envy of most liberal arts colleges in the US, but many faculty do not seem to appreciate that fact.
- At this time in our history, we do not have the necessary financial, faculty, and staff resources with which to deliver properly on all aspects of this mission statement.
- I think it should be shorter
- There is a lot of mistrust within the faculty (primarily because of former administration). Therefore innovation & creativity are discouraged. We used to be a congenial faculty, but no longer.
- There is always a gap between the mission and actual performance.
- The mission statement says, in essence, "we're everything to everybody in a tight-community." I believe that's impossibility.
- Needs to fix administrative structure, some academic programs, and fund raising
- Probably not preparing students for liberal-minded democratic citizenship
- Faculty need to work on the curriculum, as well as on majors.
- The faculty is hamstrung and increasingly demoralized in its efforts to implement the Mission. Even as we undertake a major curriculum review right now, we are told resources are not available to make substantive changes. It's been amazing that so many have worked so hard on major task forces and committees, only to see so little emerge from the recommendations.

## EXHIBIT

- Don't see any efforts to increase diversity, support faculty scholarship and academic rigor
- Does NOT foster, to the extent it should, strength of character and a spirit of inquiry
- 2. Appears to be NOT committed to diversity and social justice
- We need collective consensus on identity
- We are not ethnically diverse enough, and our liberal arts core is stretched too thin
- Diversity
- The mission statement provides excellent goals for our institution, but we do not yet attain these goals. Too many of our students graduate without a solid understanding and appreciation of what life is like beyond the United States--and in many cases beyond the suburbs of Chicago or central Illinois. They graduate without understanding how privileged their lives are and how their exercise of their personal freedoms and their wealth affects people and other species around the globe and the life-support system of the planet.
- First of all, I do not agree with all the points in the mission statement, since it pays lip service to all the politically correct, empty jargon of the current moment. I think the mission statement should be yet again re-written. It was written at a time of angst and needs new attention.

### **FULL-TIME, TENURE-LINE FACULTY, NOT YET TENURED**

- The Mission Statement is a conglomerate of ideas from a few individuals. It's a set of fluffy ideals that are rather meaningless in any real-world context.
- First of all, we can always improve. Also, I believe that we are working toward increasing our commitment to the mission (social justice, sustainability, global understanding), but this is not yet believed to be a signature of IWU in circles outside of the university (and probably within).
- I think that it's too soon to tell if we're meeting our mission and vision since they are relatively new. Change can happen quickly, but progress can be slow (and steady, don't get me wrong). I think we're on our way but we need to be much, much more intentional and articulate about why we do what we do (teach, research, serve, mentor/advise) and come to some kind of understanding that the richness of our community comes from our different approaches and our strong dedication to teaching, researching, serving and mentoring/advising. We don't have to do things the same way, but we do need to articulate the strengths of how we go about achieving our goals. That way, we can learn from one another and strengthen our own practices.
- First of all, IWU fails to deliver liberal arts education to some majors. Liberal arts education cannot be achieved by having students take a few courses in liberal arts, fine arts and etc. Students should be taught and prepared to be a lifelong learner for various aspects of life/living/human/nature/etc. Amongst many, creativity and critical thinking are what IWU community lacks the most. Overall, either our practice/attitude toward liberal arts education or the mission statement needs to be changed.
- Not enough emphasis on critical thinking and liberal arts and 'diverse curriculum' -- often overly structured

## EXHIBIT

- A liberal education at Illinois Wesleyan fosters creativity, critical thinking, effective communication, strength of character and a spirit of inquiry; it deepens the specialized knowledge of a discipline with a comprehensive world view. It affords the greatest possibilities for realizing individual potential while preparing students for democratic citizenship and life in a global society." There is no doubt that these students are prepared to go to work and know the information, but I question the social side of teaching. So many of our students can't hold a conversation because they are so book smart. Preparing them to speak in front of people, talking about how to speak clearly, and to someone by looking them in the eye is just as important as a physics test. Socially, I would like to see more of our students able to hold a conversation with you without shying away or mumbling."
- WE need to focus more on environmental sustainability, such as green campus, decrease waste.
- IWU is not living up to the commitment to diversity- especially with regard to faculty. It also has a long way to go in integrating social justice and preparation for a diverse society into the experience of every student.
- If the truth be known it seems to be: "all about the money" and the superficial factors that go along with such thinking.
- Areas such as sustainability and diversity need more attention (although they are receiving some).
- Not because I think IWU is doing badly at living its mission; only because I think there is always room for improvement.
- What are we doing campus wide to enhance critical thinking? I feel we can do more to make the education at IWU more liberal, yet more focused toward career achievements.
- More can be done to make IWU a global and innovative institution

### ADJUNCT FACULTY

- Not enough global and environmental awareness
- There is always "one step further" when it comes to pursuing goals. There are always improvements to be made.
- Creative thinking is promoted only in selected areas.
- As I said before, our students are not being held to a high standard.
- There was nothing unique to IWU - the statement describes the goals of every liberal arts university.
- More student centered
- The music school needs a bigger budget.

### VISITING FACULTY

- The mission statement is too new.
- You can never fully live up to your mission. At that time that this is so, you must identify a broader mission.
- Relationships between faculty and departments and poor sense of self-governance seems to abound --lack of working together for a common cause

## EXHIBIT

- Always room for improvement
- A lot of the reference to diversity, sustainability, etc. Is still a lot of talk and more action needs to be taken. The mission also needs to be read, understood and used by all members of the community. I would guess that most are not aware of our mission or how it affects them.
- Because we are NOT striving to attain diverse faculty which will attract diverse students.
- IWU is not ethnically diverse, environmentally sustaining, or focused on learning for learning's sake.
- Many times the students seem too focused on the task that will yield the grade they want. Rather than taking risks or learning they are filling the squares they need to graduate.
- We need to further diversify to better prepare students for life in a global society. We need to explore service learning to prepare students for leadership in a democratic society...and to break out of somewhat privileged and sheltered backgrounds.
- Because this mission represents an ideal, but IWU doesn't presently have the infrastructure to realize that deal--endowment and funding have a lot to do with holding IWU back.
- It lives parts of its mission very well. While I believe that every university's mission strives for the same things, I think we can do better at helping our students be intentional about issues of social justice, global citizenship, etc.
- Because we try but we don't always hit the mark.
- I feel that we are working toward addressing points in our mission but we are falling short in certain areas. We need to address human resources issues that will allow us to live up to what we profess in our mission statement.
- I hesitated to answer no, partly because it was a poorly worded question. If we are living our mission the best we can, there would be no need for this identity study. I think we fulfill this mission well, but have much room for improvement.

### ADMINISTRATION

- The mission is a joke. The university has a tendency to satisfy, rather than strive for excellence. The mission is poorly written, uninspiring, and unfortunate result of trying to please the loudest special interests at the time the mission was written. The university would do well to scrap this mission statement. The university needs an inspiring mission that clearly articulates a singular purpose. It cannot, and should not, try to be all things to all people. The university mission needs to clearly identify a purpose that clearly articulates why Illinois Wesleyan exists and why it needs to be a special place.
- Creativity is difficult to foster when every student is the same.
- I see our mission as our "goal" -- always will we be able to improve our performance toward that goal.
- They have great facilities and great faculty, but when students look under the surface they find that it is all barely held together.
- We can do better

## EXHIBIT

- The "strength of character" and "social justice" pieces are missing, in my opinion. Our students are accomplished, but they are often selfish and entitled. Additionally, I don't think we meet the social justice standard quite yet, in terms of service to our community, etc.
- While I think we strive everyday to do better with the resources we have, we do not have enough faculty and staff to complete our mission...there are quite a few things we can do better with what we have and a great number of things we can do better with more resources.
- We have a great mission but aren't addressing all areas in what we do at the university....faculty make decisions, other key staff and those in student services aren't valued, except in times of crises...in reaction to situations, not valued for skills and as a division....we need to challenge students more to get out of their comfort zone...social justice, global citizenship, etc.
- Environmental sustainability is a concern, but not always followed through upon. Every new building should be as green as possible. The faculty is not nearly as ethnically diverse as I'd like to see.
- Because many of the things mentioned are ideals/ideas that we're aspiring to but not quite there.
- I don't see great strides in all diversities, social justice and environmental sustainability.
- Diversity, social justice and environmental sustainability are goals that are not fully realized
- Efforts can be made to increase the diversity of faculty and staff.
- Not enough awareness of environmental sustainability

### NON-EXEMPT STAFF

- We are not doing a great job with environmental sustainability.
- The statement is idealistic...a goal, not a reality. Civic involvement is an exception...not a rule. Environmental awareness/action (with a few notable exceptions) is mostly lip service...not an administrative priority.
- I think IWU needs to continue to grow toward this mission. It is a reach, not where we currently are. The Strategic Planning Committee has done a very good job of developing areas for the University to grow and improve, and creating and defining the direction for our future.
- Certain majors seem to receive more career support than others on campus. For example, the career center is really only useful to students pursuing degrees in business-related fields.
- Because we're hiring good admin people, and settling for second best when it comes to staff, plenty of money to spend on admin, none for staff. We incorporate staff positions in order to save money
- I believe that the college experience is more than just challenging academics, and Wesleyan could do better for students in this regard.
- There is always room for improvement-I think they could do a lot to build staff & Faculty unity that would help make IWU more like what its mission statement says.

## EXHIBIT

- The role of the professional schools is not clearly defined or appreciated. We need a stronger sense of social responsibility. We pay excellent lip service to environmental concerns but do little beyond paper recycling.
- Because there is more we can do to make better experiences for our students as well as each other on campus.
- It doesn't address the professional programs
- A lot of talk about diversity - but little action in regard to faculty/staff hiring
- From where I am in the university, I don't see proof of it...
- There is always room for improvement and we are on the right path but we have not completely attained that goal.
- Not enough diversity with faculty/staff or students, staff facilities are inadequate (need a whole building for Division of Student Affairs), residence halls are too old.
- While i answered no, i do feel that in many ways IWU is living up to the mission statement. In some areas though there is improvement needed. I don't feel that IWU does a good job preparing students to live in a "global society". I feel that the school leans more toward the traditional rather than innovative and could go farther to offer a more unique experience for our students. The statement is made, but we need to have action in order to move toward a more diverse, socially responsible, and environmentally sustainable campus. I don't see that as a whole the campus has embraced these philosophies.

### **What can Illinois Wesleyan do to improve the experience for students?**

#### **SUMMARY OF ALL GROUPS**

- Strengthen advising
- Diversify the student body
- Provide more innovative opportunities and experiences, and encourage participation in those opportunities
- Focus on learning and creating successful graduates
- Keep class sizes small/improve student-to-faculty ratio/increase faculty numbers
- Recruit and retain high quality faculty
- Increase class offerings
- Lower the cost to students/increase financial assistance

#### **FULL-TIME, TENURED FACULTY**

- So student-focused that can't challenge the students, for fear of upsetting students and parents.
- Really focus on the areas identified in the mission statement and see how they are relevant to every field. These need to be the focus of how we spend our money. We all voted on this. We all need to focus on it.
- Improve quality of faculty
- Keep staffing levels at or above current levels to provide students with choice in their majors. Some majors offer almost no electives some semesters.
- Focus its activities - we are doing too many things and not doing them well

## EXHIBIT

- Address financial concerns so students graduate with less debt and the stress that comes with those responsibilities
- Listen to their needs -- be flexible in allowing students to study and participate in other campus possibilities
- Perhaps designate a percentage of student body that we will admit with lesser test scores but records of hard work. We need more students with a blue-collar work ethic and from different economic backgrounds.
- Communicate with them that university IS challenging and that faculty WILL develop their critical thinking skills, among others. In letting the students know this, frustrations can be bypassed. They know from the onset that their experience on campus will be challenging, but with big rewards.
- I would like to hear about the students' "experience" before answering this question.
- Emphasize quality of academic and extracurricular activities over quantity. Do a few things. Do them very well. Get to know your professors/coaches/staff/upper level students in your major etc. Well.
- Build incoming classes that are not all Biology and Business. Advise FY natural science majors proactively; many will not graduate as natural science majors. Help them find their true strengths and interests--which will often NOT be the current default (Business).
- Update classrooms and facilities in the fine arts.
- Take seriously results of assessment data and try to respond creatively to student criticism.
- Provide greater challenges to bring students out of their safety zone.
- We can challenge them academically; we can provide more opportunities for students to get involved with something other than Greek Organizations. I would love to see IWU get rid of the Greek Organizations b/c they foster cliquishness, bad study habits and bad social activities.
- The biggest student complaint that I m aware of is in getting into the courses they want or need-- some have too much demand, some have conflicts, some get cancelled because of low demand.
- Invest in developing faculty to think about students and to talk explicitly about how ideas for change will benefit students; develop a way for curricular change to be achieved more easily so it can be responsive; align Admissions & faculty voices so what students hear and experience are in sync
- Better advising
- Strengthen advising programs change fall festival activities to have a more intellectual focus integrate career counseling services throughout the four years (not just senior year) make study abroad mandatory
- Provide more opportunities for student engagement within the B/N community - get them out of the bubble at home as well as abroad. Same with engagement with ISU - why not take advantage of two higher eds in the same community?
- More faculty in more & better classrooms.
- Get them into the community
- Administrators lead by example ethically. If they actually lived by the mission every day and made all decisions for the university to it, that would be great.
- Hire more faculty and loosen up the curriculum. Improve all of the dorms.

## EXHIBIT

- We need to focus in on advising our students through their four years here: academic assessment at the end of the sophomore year, assessment of career/educational goals beyond IWU, guidance to experiences that will enhance students ability to get into top programs, exceptional careers, etc.
- To dissolve the bubble in which many of us feel we labor within; we must diversify our campus--especially economically. With the support of our Board, we could find the means to bring in an economically diverse student body. Doing so would likely improve ethnic and racial diversity, as well. To really understand and contribute to our world, IWU needs to live and work with more of it. Economic diversity would help us to progress as useful contemporary citizens.
- Encourage independent thinking
- Recruit internationally in a systematic way, increase environmental programming, and put more effort into greening the campus, more academic-type programming.
- Increase diversity among student body/faculty
- Provide a curriculum that is more responsive to the needs and interests of the students than to the interests of the faculty.
- The increasing professionalization of faculty causes them to view institutional needs from their perspectives within their fields; this is even true of many faculty in the humanities and the social sciences. Consequently, faculty are divided about where resources should be allocated. Because faculty is divided, we need strong, thoughtful and respectful leadership from the president and the provost. They need to reinforce at every opportunity that we are a liberal arts institution that develops critical thinking in our students, and they need to make tough choices about raising and spending funds to invest in the university-wide programs that will enable IWU to live up to the liberal arts goals articulated in the mission statement. IWU compares itself to schools with a strong focus on providing students with a solid liberal arts education. IWU moved into the top 50 by making the claim that it does as well while also providing students with the opportunity to enter a professional program. That, supposedly, is what makes IWU "unique." If we are to maintain this uniqueness, then we need to invest in the human resources required to deliver a good liberal arts curriculum and we need to make it mandatory that all students be required to have a solid foundation in that curriculum. More emphasis on these liberal arts programs will ensure that students get what we say they get when they choose to study here. Regardless of a student's field, each needs to understand that this is an intellectual institution as well as a place to acquire a professional "certificate" that qualifies one to be an accountant, a nurse, a musician, an artist, a psychologist, a lawyer or a politician (etc.).
- Better advising. We might consider having staff advisors for students (they do this at Illinois State U.) Who specialize in certain academic areas? At the very least, students who have declared a major have a right to have an advisor who is versed in that area: if not a faculty person (some departments have a heavy load of majors), then I think a staff person could do this better than a faculty member whose expertise is way outside the area the student is majoring in. Lots of advising errors are made with the system we have. Students complain, and they have a right to!
- Some expanded curricula and faculty and staff to support those efforts. Additional monies for program delivery would also be a vital enhancement.



## EXHIBIT

- See my answers for the previous questions: hire more faculty and reduce current teaching load
- Retain and recruit quality faculty.
- By increasing faculty and staff salaries, the University would be able to attract and retain for longer periods of time high performers, thus providing students with regular access to top talent.
- Increase the focus of faculty on innovative teaching
- Increase civic engagement and study abroad opportunities.
- Students at IWU don't even know what a liberal arts education means. They are here for an education leading to a career. We as a faculty need to understand that and make the experience of students match the expectations. At the same time they should have more freedom to explore within the curriculum.
- Less pretentiousness and more realistic view of whom and what it is.
- I think my responses to the form cover this question.
- Focus on the relationship between the major and the gen ed programs, and on that between the liberal arts and the professional schools
- Fix Gateway more diverse student body
- Foster less of an attitude of entitlement and less of an instrumental approach to life among students
- Increase the number of class offerings and decrease class sizes.
- Create less red tape to accomplish changes.
- Re-energize the members of the faculty by creating an atmosphere in which they know that positive change and innovation remain a fundamental university commitment - and that they can be a part in shaping it.
- Move to a 2-3 teaching load
- Students are overstretched with work and study; financial assistance via a stronger Financial Aid Office would be helpful to many!
- Increase diversity, provide more faculty support
- More research experiences
- Teach for justice, not simply for privilege. 2. Demand high academic standards.
- Improve the student-to-faculty ratio
- Increase the size of the faculty in the liberal arts, increase the number of minority and foreign students, make it easier for more students to study abroad
- Quit marketing the university as a safe, friendly, unchallenging place two or three hours from home. Start recruiting more students who are interested in a liberal arts education rather than good, high-paying jobs. Then change the Freshman Orientation to emphasize academic achievement rather than finding friends and establishing good social relations.
- Smaller classes, more opportunities for studying abroad, diversity
- Further reducing student-faculty ratio numbers Better post-graduate career counseling Increasing research involvement
- Require that all students either a.) Study abroad OR b.) Complete community service learning projects. For study abroad, create financial incentives and other means to strongly encourage students to study in "less-developed" countries or regions of the world. 2. Develop an IWU study abroad program in a developing country, akin to the London and Madrid programs, but with a twist: focus the program on sustainability,

## EXHIBIT

social justice, and service learning. 3. Establish a "sustainability flag" as part of the General Education Requirements, akin to the global diversity and US diversity flags.

- IWU needs to become a real liberal arts college, not an expensive technical community college, which it really is.

### **FULL-TIME, TENURE-LINE FACULTY, NOT YET TENURED**

- Overhaul the First-Year Advising program and get students in contact with a faculty member in their chosen major early in their academic careers.
- Keep class sizes small. Continue to attract high quality faculty.
- Make education more affordable so that students do not need to work so many hours. This would allow them to get more out of their education. Also, we can begin to tell a more coherent "story" about what IWU stands for and how that is carried out on campus. We already do many things, but these are not communicated as clearly and directly as they need to be to create a common understanding, our story.
- IWU needs to continue the focus that it has on student learning and creating successful graduates and citizens.
- Give them a chance to explore and discover. Relax the gen-ed requirements and encourage students to make mistakes and learn from them. Hire more faculty so the present faculty can teach fewer courses but have MORE time to mentor students (and each other!) Hire more staff to support students and faculty and each other. Invest in faculty and staff and they will deliver for students.
- Better ways to communicate between faculty and students. More innovative and distinct classes.
- I always think there is room for improvement by everyone, from every department to every building. I think it's taking a good, hard look at what your department/building have to offer and asking whether or not you are offering the best to the student. Is this in the best interest of the student and asking the students the questions?
- More financial and personnel support for the Career Center would help us help the students prepare for the next stages of their life.
- Expand mental health services
- Increase diversity of students AND faculty. Students are hungry for that experience.
- Our department focuses more on resumes and "appearances" than useful training and education.
- Academically, more of an emphasis should be placed on communication between instructors in order to demonstrate obvious connections between subjects in a given field, rather than a field as being made up of isolated subjects
- Keep pace with our peers--we're horribly old fashioned as far as curriculum goes.
- Improve the ethnic, geographic, and socio-economic diversity of its community, especially the student body.
- Provide better intramural sport opportunities and athletic achievements for a more cohesive student body that can come together and have a common purpose for student interaction outside of the classroom.
- More opportunities to be involved with experiences outside the classroom - help developed Life Skills - Help students to be more accountable.

## EXHIBIT

- Increase number of tenure-line faculty and thus increase the number of courses offered and decrease class sizes
- More innovative experiences/programs

### ADJUNCT FACULTY

- Continue and deepen our commitment to making citizens for the world, with more respect for and knowledge of other cultures.
- Please see my response to "short term goals." I believe that this is the single most important focus of the University. Give them an education they want and can be proud of. Don't know what that is? Ask them. They'll be happy to tell you. They tell me all the time.
- More opportunities for socializing in a non-Greek way have always been sorely lacking, although the campus has improved tremendously in the last decade.
- Engage more faculty in focusing on teaching and less on publishing
- Make consequences for cheating severe so they quit doing it. Foster an atmosphere of morality so hook-ups are discouraged, not tolerated.
- Provide a nurturing atmosphere.
- Continue to broaden outside the "bubble"
- Re-evaluate tenure procedure
- Continue to offer a quality education but at a lower overall cost. Too many of the students I would like to see at IWU simply cannot come because of expense. Scholarships do not offer enough. Our financial aid is too limited and is too quick to include large loans in the package. Too many of our students are graduating with huge debt to pay off. I know of numerous students of quality we would have liked who went elsewhere and got a good education (pretty close to equaling what we could have done) but they graduated with \$40000-60000 less debt than they would have at IWU due to lower costs and better financial aid.
- I believe a stronger emphasis on faith in God should be much more encouraged because it was founded by the Methodist Church.
- Encourage students to use the career center more and think about internships as a way to dip into different career paths before they graduate.
- Continue to let them explore every opportunity.
- Provide students with teachers that care more emotionally about their students and do not get so wrapped up in their egos!
- Diversity

### VISITING FACULTY

- Don't know
- Invite even more leaders in diverse fields onto campus for lectures
- We need to do more to encourage students to become academically engaged in their first year. First-year students are encouraged to become active in clubs and athletics, but not so much within their major. Many rising sophomores spend their summers working part-time jobs at home when they could be at internships or doing research with faculty.

## EXHIBIT

- Less emphasis on multiple majors, a deeper concentration on one
- Improve academic advising.
- Provide adequate and sufficient housing for all students.
- Hire more faculty or lessen the load of non-curricular faculty duties.
- Continue to diversify the student population Continue to offer diverse programming for social opportunities and growth. Continue with the excellence in the education it provides the students
- Make sure that the curricula match the skills and knowledge base they will need post-graduation.
- Get faculty to work together in an interdisciplinary manner and for the common good of the institution through curricular reform
- Provide more attention toward the well being of its students. More programs that accentuate student wellness.
- Strengthen marketing strategies-the more known IWU is, the more valuable the diploma=better opportunities
- Fix academic advising Appropriately discuss with students financial responsibility, work study and scholarship/loans.
- Hire more faculty to offer more classes. Hire more staff at the Career Center to be able to go out and attract top employers
- Lower cost, bring more racial and national diversity to campus
- I do think there should be a bit more flexibility in courses students are required to take for the general education requirements.
- The teachers are not as available as they should be.
- Hire great teachers and staff
- Be aware of their concerns and what makes their experience most rewarding and take this awareness to enhance/improve those areas systematically
- Continue to encourage students to fully partake in the many opportunities available on campus and provide support for them to pursue their passions
- Help students spend less time working at a job and more time in academic pursuits.
- Get rid of the +/- system. I believe this causes too much focus on grades.
- Create a sophomore experience (and later, a senior experience) Improve advising
- Students I have contact with here at Illinois Wesleyan love it. . They are, for the most part, happy to be here and are being academically challenged.
- The University is working well with its students & I hear very little in the way of complaints. We have a 95% retention rate & graduate most of our minority students.
- Quality of faculty (devotion to both teaching and current scholarship in their fields). Increased endowment that leads to greater infrastructure--better academic advising.
- Improve the advising process
- The divisions can work together to create a comprehensive education for students. We live in too many silos on this campus.
- Raise more resources to provide for the unique experiences.
- Faculty and staff need to work more collaboratively to benefit students. We need a more systematic processes in place to make students (and faculty) aware of student services and encourage early engagement in activities ranging from career planning to community engagement. Certain academic programs (business for example) need to be strengthened with more faculty and improved salaries to attract these faculty. We

## EXHIBIT

need to determine who it is we aspire to be: a national liberal arts college or an excellent regional university.

- Far more attention to advising both academic and career. If we take care of those issues, students will leave IWU believing we've made every effort to make them successful.
- Provide better advising and more and better encouragement for top graduate fellowships and scholarship programs.
- Advising
- I think that it would be beneficial for the students to have more opportunities to interact with faculty and staff socially to feel a greater part of the community.
- Academic advising needs to be improved. More funding needs to be committed to May term to make it the great program it could and should be.

### ADMINISTRATION

- Raise tuition
- Improve advising
- Focus on diversity of race, class, political views....I don't see how students are exposed to any new perspectives here.
- Keep our expectations HIGH for them not only academically, but socially, ethically and developmentally as well. Make sure ALL have opportunities for success. Help and expect them to succeed. Provide assistance to assure their success. Not only should we reward the positive but we should help them eliminate negative behaviors.
- Get up to speed with technology and increase learning opportunities with advanced technology.
- I think the University does a good job helping educate their students inside and outside the classroom. Most students seem to really enjoy their 4 years at IWU.
- DK
- We need to teach students about those who came before and made IWU possible for them. We need them to think about giving back to their communities so they can become participatory citizens--wherever they are--after school.
- Invest in more staff to become a better employer, where staff feel less pressure and more open to providing excellent service by going the extra mile. Invest in upgrading classrooms (Shaw, Presser, Stevenson, Art building) and technology support.
- Be sure we deliver on promises.
- Work together as faculty and staff to challenge students to get out of comfort zone, broaden perspectives, think about what they can/need to do as part of the greater global society
- The University needs more staffing to better support many areas on campus for a better student experience outside of the classroom
- Faculty advising system could be improved, more May Term courses could be offered, faculty could be more diverse.
- Make more things mandatory (i.e. Community service, diversity program attendance, etc.)
- By staying focused on their educational experience and post-educational opportunities.

## EXHIBIT

- Replace Shaw Hall and McPherson Theater to offer better facilities.
- I'm not sure. If the students were to take advantage of the myriad of clubs, events, activities and instructor's wisdom they could and should have a wonderful experience here.
- Accuracy and truthfulness in recruiting, improve academic advising, assist as many as possible in defraying high cost of education
- Take care of the faculty who bring dynamic programs to campus.
- Better advising and continued support for student's interests and talents.
- Be more affordable and change the way we set up academic advising
- Clearer expectations for incoming students
- Offer them the programs they want at a competitive price with superior results
- More social opportunities. Greater engagement at sporting events, except for men's basketball (which is the central point for teachers, staff, and students).
- Provide more scholarships and create programs that teach students how to act as socially responsible citizens of the global community.
- See above answer. In addition, faculty can educate themselves about other areas of the university, including student affairs
- Diversity
- Continue to offer classes they find challenging and keep classes small to promote interaction with faculty - and keep faculty involved in teaching and not going through the motions of teaching
- Eliminate alcohol/drug use, especially in fraternities
- As a staff person I mostly have experience with the students who work in our office. I think that, overall, they are positive about their experiences here. But I'm not really sure how much Illinois Wesleyan helps the 'average' or below-average student. Sometimes the professors here, especially the younger ones, seem to have a graduate-level mentality that's tough for mid-level students to deal with. I've seen some students get washed out who I think could have succeeded with more support. Broadening the definition of what makes a good student would be helpful. Yes, they need to be able to "cut it," but I think a little more empathy and interest from the faculty for the middle-range students would be helpful.
- Help students to find a better balance in life.
- Set higher expectations for all faculty in terms of student support; less of an adversarial relationship
- Help to eliminate time conflicts with academics and activities. These activities (music, theatre, athletics and govt.) Help to teach many of the character skills that embody part of our mission.

### NON-EXEMPT STAFF

- Allow faculty to focus on the students, and not have to attend tons of meetings and write x number of books.
- Broaden their borders. The travel abroad program is not the only...nor necessarily the best way to involve the students with their world. (Most students I've talked with are not aware of a "downtown Bloomington" (3 blocks away). Coursework & faculty

## EXHIBIT

that encourage student involvement in local civic projects would help both the students & the reputation of the university as a whole.

- Improve academic advising; be sure that Admissions conveys accurate information about services, finances, and academic departments to prospective students; invest in Learning Reconsidered concepts to increase cohesion of learning across students' lives/experiences on campus. Finally, if we continue to increase the ethnic and cultural diversity of our students, we need to provide support to them as they transition to this small community.
- More diverse faculty---more tenured faculty
- Provide greater career focus for ALL majors.
- Make them safer
- Updated facilities, better computer networks
- Students should have a wellness program similar to the one offered to Faculty and Staff. Students should have an integrated recreation (outdoor and indoor)/wellness program that promote a holistic approach to their college experience.
- Listen to students' comments or suggestions about things they perceive as problems; have a more ethnically diverse faculty and ethnically diverse student body. A very high percentage of students are from the Midwest. Recruit more students from other parts of the country. Continue to recruit international students
- The biggest complaint I hear is the cost.
- There should be better ways to make the campus more secure and safe and better ways for students to meet Faculty expectations than spending the night in the CNS.
- With current resources, I believe the University is doing all it can at the present time. As resources improve, the experience for students will improve accordingly. Most students I come in contact with are more than happy with their IWU experience which is evident by the number of siblings who follow in the eldest's footsteps here at IWU.
- Continue to work on diversity of the student body and keep the access to technology up to date. Keep the faculty fresh and motivated so they make our students excited and challenged about the vast amount of opportunities available to them. Supply them with supportive faculty and staff who make them feel at home here.
- Teach teachers to teach better
- We do a lot of "hand holding" for the students. We need to foster independent thinking and action. There is a fine balance here.
- Wesleyan needs to instill another important component (at Freshman level) of a program of investing in the future in IWU by giving a small amount of \$ to the IWU Annual Fund each year and all years of attending the University to instill the concept of investing in the future of IWU and its students.
- Pay attention to feedback from students, faculty and staff.
- Improve ethnic diversity.
- Diversify more - keep costs current.
- Enhance involvement in larger community--get outside the campus, whether locally or internationally. I understand that attendance is low at co-curricular activities (speakers, panel discussions, etc.) Find ways to engage students in these activities--tie more things on campus together (ex; films and speakers related throughout the year to the summer reading program, that took place this year.)

## EXHIBIT

- As staff and administrators we can do more nurturing and teaching them about relationships and life experiences and mentoring.
- Exposure to diversity, students and faculty, and staff
- Not sure
- Offer more class selection, I hear a lot of students complaining about only one or two classes of each class offered per semester.
- Better 1st year advising control costs
- Regain its ethical, Christian identity
- Not sure
- More faculty lines to increase the program offerings. More technology in all areas to make sure that we are current with developments and how to use those in the future.
- Not sure
- Provide unbiased religious instruction and study of world religions without trying to influence non belief.
- I think you need to ask the students that question.
- I do not specifically know of any areas that students are unhappy.
- Really get students motivated to participate and take full advantage of the opportunities available, such as having the opportunity to work closely with faculty outside of the classroom. I think that there are still many faculty that do not make themselves available to students. I think community involvement is something that we need to stress more and support as well.
- Some of the required non-major courses could use much better faculty; so as not to be wasting anyone's time
- Evaluate faculty and what really goes on in the classrooms (those evils are not meeting the goal, from what I hear from students. 1) they don't believe anything will result from their evaluation and 2) there are too many to close to the end of the semester
- Keep up with the latest technology and equipment. Improve the wireless network.
- Basically listening and meeting the changing needs of the student body.
- The addition of a new theater/with the addition of an outdoor amphitheater. This would open Wesleyan to the community even more than it does already.

### **What can Illinois Wesleyan do to improve the experience for you?**

#### **SUMMARY OF ALL GROUPS**

- Decrease teaching workload
- Improve salaries and benefits
- Develop opportunities for development and wellness
- More resources and support to faculty and staff
- Diversify students, faculty, and staff
- More recognition, ensure people feel valued



## EXHIBIT

### **FULL-TIME, TENURED FACULTY**

- Decrease teaching load. Respect research and writing.
- Give me one less course to teach each year. This will allow me to take time to innovate. Right now many of us barely keep their heads above water and can't take the time to innovate.
- Work to increase faculty support (travel, research funds, etc).
- Focus on academic quality - make a serious commitment to "get better". Our efforts are too focused on "looking better".
- Better staff support
- Allow budgets to keep up with needs
- Add sculptures and water feature to the campus to create an oasis in the middle of the corn, a more idyllic and scenic campus.
- Lower my teaching load and committee responsibilities. I am coming towards my sabbatical and feel worn out with all my responsibilities on campus.
- Merit pay system. Lighter teaching loads.
- Smaller introductory courses. Greater appreciation for the day-to-day hard work and reaching out to students that does not get listed on one's CV.
- Try to decrease work load.
- Get hopping on the Capital Campaign or it will be too late for me.
- I would appreciate a tangible recognition for faculty who mentor research students.
- Increase faculty salaries. A friendlier working environment.
- Administrative leadership/faculty leadership to resolve curricular problems.
- Ensure that all disciplines are equally respected
- Reduce teaching load to five courses, increase emphasis on caring for ourselves--more wellness activities across campus. Increase the staffing at Wellness; infuse what is emphasized there throughout campus--better, healthier food at the faculty dining room, more opportunities and more acknowledgement of the need for caring for ourselves in our everyday lives. As an extreme, meditation across campus, Tai Chi classes for faculty at noon every day on the quad, etc. I think we--everyone in the US almost--has our priorities mixed up. We're too much into seeking the financial bottom line, while, in the end, it's not going to matter that much. If IWU could gain a reputation of being faculty-friendly, recognizing that we have families and need to exercise in order to do our teaching and service and scholarship well--that would be amazing. I also would like to see more open dialogue with colleagues. We're too afraid of being honest (and respectful) with each other when discussing anything controversial.
- I would love the chance to have more contact with junior and senior level students and to be able to offer varied mid to upper level courses in the curriculum.
- Continue the emphasis on investing in the people as called for in the Oakbrook retreat and in the current strategic plan
- Better salary/development opportunities
- Increase faculty salaries (this will make it easier to recruit and retain high quality faculty) provide quality opportunities to improve teaching
- Better pay, more time, more support for what I usually do in teaching and research.
- Shorten my teaching load to six

## EXHIBIT

- Work on faculty and staff salaries. Respect staff equally in deed and actions not just words.
- More money and more time. As always! Devote resources to the departments in the Humanities. We're allegedly the core of a liberal arts experience, but the showplaces on campus tell a very different story.
- IWU is moving in wonderful directions. If the administration sustains its openness to good suggestions and solutions presented by faculty and staff and students I believe we will continue our progress. New faculty and staff provide new ideas and positive solutions while older members of the community sometimes stifle conversation and dampen spirits.
- Find both language and actions that demonstrate the university's commitment to both liberal arts programs and pre-professional programs. It is not enough that we share a campus. We must educate ourselves to appreciate the very different pedagogies of these two parts of the campus. And we must, finally, stop attempting to impose liberal arts methods or assessment standards on pre-professional programs. If we can learn to respect our differences in this regard, we will have the opportunity to recognize how learning involves the mind, the body, the heart and the soul, an awareness that could bring great health and balance to our campus.
- Increase diversity among student body/faculty Provide increased opportunities for professional development
- Do what it takes to improve the quality of my program.
- I would be in heaven if we were what we claim to be. The truth, however, is that we are a confederation of professional schools for which traditional liberal arts faculty provide service courses, proverbial "hoops" through which many students and faculty wish would go away so they can more efficiently receive and award professional certificates.
- More attention to the Humanities and Social Sciences on this campus.
- Just a little more support, possibly a course reduction
- Focus on scholarship, change tenure requirements: good teachers are productive scholars. Scholarship is not appreciated on this campus. Liberal; arts are not appreciated on this campus. We are promoting professional programs and we are inviting students who are not interested in exploring the world.
- Support faculty with resources for continued development and salaries. The state institutions offer higher salaries and I believe we are losing quality faculty to them. Our benefit package--health care, especially, is one of our strengths, but I worry that benefit may be one that will be deleted due budget issues to reflect what the rest of the world is doing.
- Immediately provide more staff support, hire more faculty, increase departmental/school operating budgets, increase salaries at rates greater than the cost-of-living index, etc.
- Leadership to help professional programs and liberal arts work together to enrich both
- Reduce the work load and stress levels by providing more faculty support
- More technical support. We need more staff to teach software. Some students are tech. Savvy, but other fall below average. This disparity makes it tough to teach classes with such a wide range of experience.
- I like who and what and where I am.

## EXHIBIT

- Nothing
- Decrease the teaching load and/or pay me better
- More funds and faculty lines
- Improve the quality of department-supervision
- Augment resources that free up time to do my work: many more course releases for service, more leaves and releases for scholarship, smaller class sizes.
- Pay me more. Build a better class-room building than Shaw.
- Provide vision, leadership, and resources to rally the community and re-establish a common sense of moving forward as an institution, based on the Mission Statement.
- Raise more money so we can send more students abroad and offer more scholarships to smart but poor kids.
- Provide faculty support for scholarship
- Don't just TALK about faculty and staff diversity; do it! Demand high academic standards of all faculty.
- Faculty time pressures are the number one issue for faculty members
- Hire more faculty to help deliver the curriculum and allow for expansion of courses and programs
- We have good faculty but we do not have good intellectual leadership of the faculty. The faculty need to be inspired to excel. The tendency is to zero-in on one's own program and one's own responsibilities within that program. Faculty need to work cooperatively toward an intellectual mission. Some interdisciplinary programs have that spirit. It needs to spread across the campus. Our present GNED system could have produced that outcome IF faculty in the same GNED areas met and worked together to improve the curriculum. Instead, departments reverted to using GNED to promote their own programs and majors. Now we need to find new vehicles for sharing knowledge and inspiring one another to generate new knowledge.
- Reduce the teaching load more support for research
- Reduce teaching loads Give more credit for active research with students More professional grant-writing support
- Demonstrate interest among the top administrators in promoting innovative learning experiences for our students. Too much emphasis is being placed on conveying to faculty the university's work toward fiscal responsibility and the difficult financial straits the university is in. All this conversation is stymieing intellectual and curricular innovation. It is creating a climate where people are digging in their heels to protect their existing resources. It is creating a climate of small-minded disciplinary thinking at the expense of broader curricular needs for an evolving world, now facing some of the most challenging social, political and environmental conditions ever. This is why we, as a university, are treading water. IWU needs visionary leadership again, and we are not seeing this. Faculty are becoming demoralized, myself included. Returning to the mission statement, to support the University's commitment to programs and practices that promote ...environmental sustainability, I believe the University needs to increase the financial resources it devotes to this and hire at least one full-time staff member--a sustainability coordinator--to perform the tasks necessary for the university to live up to this commitment.
- We need better salaries, better recruitment of students for the liberal arts majors, a course reduction from 6 to 5 courses.

## EXHIBIT

### **FULL-TIME, TENURE-LINE FACULTY, NOT YET TENURED**

- A reduced teaching load or more commensurate salary would be a great start.
- Faculty development opportunities Resources Time management possibilities (course releases for advising research, for example)
- As a faculty member, I have many ideas that could foster commitment to our mission, but I do not have the resources I need to develop them. Reducing the course load across the board or reducing course load for those who contribute to programs or mentoring research students would also help. More faculty overall would also help to share the burden of service and curriculum delivery across the board.
- IWU needs to continue to seek financial growth and health in order to increase salaries, tenure lines, resources, etc.
- Get a writing program that's really a writing program. Institute an actual process for new majors and programs. Bring in speakers that aren't only from academia - not all of our students will be going into that area, so let's bring in people to reflect other areas of interests. Invest more in technology and let's be really innovative and excellent with it. Lastly, this is a really small picky, kind of ridiculous thing compared to everything else I've said, but the food here is so incredibly bad that I avoid the Faculty Cafeteria at all possible costs, which is sometimes difficult since it's a social center for faculty here. There must be some way to invest and support local farms and improve the quality of the food on this campus. Honestly, it's just really awful. There's got to be a better option out there for food.
- IWU needs better means to evaluate faculty's performance in teaching, services, scholastic work, and other area since all of the above are equally important here are IWU. However, current system is skewed to one of them.
- Appreciating everyone's talents. As a coach, I see how so many of our student-athletes are looked down upon since they are athletes, but if they were a musician or an actor, that's considered acceptable. It's frustrating because regardless of what their talent, it's a gift and they should be able to participate as long as possible.
- More tenure lines in the Business Department would lower class size from the 25-30 I have to a more management 15-20.
- Time (reduced teaching load) and/or increase salary/reduce healthcare premium costs
- Give teaching credit for faculty who have a research lab and work independently with a group of students. This shift would effectively "reduce" the teaching load for faculty engaging in active research rather than making research an add-on. It seems like a win-win and would increase the likelihood that I will remain at IWU.
- Honesty is absolutely required from administrators and department heads. From what I have witnessed, those in charge will say or do anything to promote their own agendas.
- More effort should be made to strike a correlation between expectations (teaching and scholarship) and the time afforded to meet those expectations.
- Pay me something close to what I'm worth. Yes, I'm looking elsewhere. Year after year pay cuts (in essence) are not appreciated.
- I am extremely happy here. But here goes: better on-line access to scholarly journals; more institutional financial support for professional travel; reduction of class size.
- Pay me more and give me more opportunities (support)for continued education.
- Cooperation between Academic Disciplines Cooperation between faculty/staff.

## EXHIBIT

- Same as above
- Decrease workload
- Not too much

### ADJUNCT FACULTY

- Having adjuncts' needs taken more seriously, like newer computers, offices, etc.
- I'd like more feedback on my performance. Oh, and more people could laugh at my jokes.
- Any IWU improvements naturally enhance the campus experience for all faculty and staff.
- Consider improving the facilities in the School of Music.
- Demand students sign an honor code on every paper they turn in that they have done the work themselves and have, in no way, cheated.
- Provide improved wages for adjuncts.
- More competitive salary---I have been/am paid literally 3 times higher for the same course at 2 other colleges within one hour of here.
- Office/Studio I am not required to share
- Adjunct faculty, which I have been for over 20 years, is looked on by the administration as something that can be found on every street corner for a very low sum. The adjuncts at IWU are high quality people. It is a shame that we are not viewed as more equal to full time in simple courtesy and regard. Also a more reasonable compensation for what we do would be helpful. Adjuncts supply a similar level of expertise to full timers, in a number of cases even at a higher level but the university saves a ton on us due to no benefits and low per hour/course payment.
- Increase the number of technology staff so there are more resources for teachers wanting to use technology in the classroom.
- Give the adjunct faculty better compensation. Also allow the adjunct to participate in scholarly activities by support their expenses (travel, convention fees etc.). Many times I have asked for basic reimbursement to represent IWU at conventions and I am always told that adjuncts are not allowed to be reimbursed, only full time faculty. It is a shame when the adjunct seem more willing to do extra than some of the full time faculty and yet there is an expectation that we must pay everything out of our own pockets to represent IWU.
- Better communication with the chair of my department. (Music)
- I love my job and feel very supported, both from staff and faculty, as well as office space, technology access, etc.

### VISITING FACULTY

- Nothing
- More money for development and technology. Lighter course load.
- Add additional professional and support staff in student affairs.
- Define expectations for visiting faculty responsibilities and stick with them. Job duties seem to be assigned on an ad hoc basis.

## EXHIBIT

- Continue to explore ways to strengthen internal communication Search for ways to assist or provide professional development opportunities
- More competitive remuneration, smaller class sizes.
- Stop the infighting between faculty and promote mentorship rather than having the "I'm the only one that's important attitude"
- Continue to provide to strive to address the legitimate needs of the campus (diversity, student wellness, etc.) Just not provide 'lip service'
- Benefit program to encourage/assist with graduate degree
- Evaluate staffing numbers. Focus on more professional development. Human Resources can offer stronger and comprehensive training and benefits reviews. I never feel that HR truly understands the benefit or health packages.
- Hire more staff members to carry the burden of keeping a great reputation!
- Allow me the opportunity to pursue a professional degree. IWU offers no incentive to staff who want to pursue a masters/professional degree. We boast about sending our students to professional programs but will not assist faculty/staff in their pursuits.
- Give course releases for advising multiple senior theses.
- Nothing.
- Help with staffing and budget
- Continue to focus on enhancing services and the quality of operations
- Bring the University together in a shared understanding of who we are and what we hope to accomplish
- Acknowledge the contribution of the adjunct
- For me? Smaller class sizes so I can give my students more personal attention in the classroom.
- Continue to give opportunities for service, particularly with faculty to help bridge the divide.
- Wesleyan offers much in the way of opportunities for staff development and provide for its employees in every way. . Can think of nothing to improve the experience.
- I offer much praise to the University as one that promotes independent thinking & encourages innovation. We have all grown under this philosophy.
- Again, improve infrastructure issues; enough people to carry out important work so that one person isn't doing three jobs--this is a pervasive situation throughout this institution.
- I'm very happy here. I have seen other universities come together and accomplish more for their students than IWU does. I just wish more people on this campus could see the potential and power in a combined mission.
- Our office is one of the offices that needs additional staff to truly serve our students in a manner that I believe they deserve for the tuition they pay. It is simply not possible to provide comprehensive services to students with the very limited staff.
- Professional development
- Provide more financial growth in the university.
- Improve the HR functions.
- More human resources to our office
- There is a work culture here to always squeeze more out of less. In the decade I have been here, I have seen this work pressure increase. Either salaries need to meet this work demand, or we need to be able to set limits on expectations.

## EXHIBIT

### ADMINISTRATION

- The university needs to get its financial affairs in order, and do it fast. If that means cutting programs - do it. Right now we're in a slow slide to mediocrity.
- I've chosen to be employed at ISU next Fall. Although academically less rigorous, the student body is more diverse and authentic as are faculty and staff.
- Staff at IWU are friendly. However, they are eager to be a part of the educational experience - not teaching, but supporting students (not JUST the student programs themselves). Many staff supervises student staff and has significant opportunities to "make a difference" yet they are not offered adequate training to do so. If students are not exposed to "real world" work situations while they are "working" at IWU, how do we expect them to practice and develop those skills unless we are trained to help them do so?
- Increase endowment and increase spending on technology.
- I enjoy working at IWU. Benefits are fantastic. I wish salaries were a little better. I also wish there was not such a strong line between faculty and staff. I think we can learn from each other to better serve our students. Some faculty are very open to this, and others are not. I also wish there were a tenure track for staff.
- Look at staffing levels, increase salary
- Bring the campus community together. More interaction between faculty, staff, and students.
- Invest in more staff to become a better employer, where staff feel less pressure and more open to working together to achieve a common goal. Invest in upgrading classrooms (Shaw, Presser, Stevenson, Art building), some staff offices and campus technology support.
- Increases in amount and quality of computers in the support areas would be helpful. Frequently public areas, such as the library, receive updates in technology, but support areas that are on computers all day do not.
- Professional development opportunities (support to attend training/conferences in my field)
- Value my boss as VP of Student Affairs...she is never acknowledged or given credit for the incredible job she does....when never acknowledged or backed when push comes to shove with other cabinet members, it invalidates the entire division of student affairs and the approximate 50 or 60 employees we have here...it appeared as if this would change with her hire and elevation to cabinet level...now she has title but not equal support...the football coach can process with faculty (he doesn't have PhD) but VP of Student Affairs, with PhD, cannot. She is the only cabinet member that is not allowed to do this....what message does this give to her and others about her value and the value of the division of student affairs on campus?
- More staffing to improve the level and types of services offered in area I work.
- Recognize that the staff is what makes the University run. Realize that the staff is who gets things done and give raises accordingly. The administrator in this department does almost nothing but gets the credit and the salary for it. Also allow to staff to take courses and programs to benefit their positions.
- Hold the students more accountable for their actions. They get away with too much. Moreover, parents should be held accountable for some things, too. Either way, more need stronger discipline.

## EXHIBIT

- Never settle for where we are or where we've been.
- I would appreciate having my supervisor seek my opinion and advice more often.
- The University has exceeded my expectations as a staff member.
- Better facilities/more office space I have to work in an office outside my department because there is such limited office space...I do not have daily contact with other staff unless I walk to a different building, it is very isolating
- Educate faculty in how to tell people about their achievements outside their specific academic realm.
- Help pay for continued education
- A strong spirit of fun intellectual and personal growth pervading all levels of the university community will have a more profound positive impact on its identity than any navel-gazing bureaucracy
- Advertise more....like the Augustana billboards. Get our message out!
- Further invest in faculty and staff to improve salaries and workloads.
- Increase the diversity of staff and faculty
- More support for staff
- I think that every employee should sit down with their supervisors at least once a year for performance reviews whether they are used for compensation or not. I have been here over six years and have never discussed my performance, my goals, and opportunities for professional growth formally. It would also be nice if they paid for my professional membership in ACM.
- I think there is a time when you have to spend money to make money and IWU has always been reluctant to increase staff, increase equipment and support for staff; IWU is a faculty-driven place and what they say goes.
- Listen
- It's been a mixed experience for me here as a staff member. I previously worked for one of the nation's premier research institutions and I was frankly astonished how much less respect the faculty here shows toward the staff. There is a definite caste system and it also works on the administrative side, with the president's cabinet keeping almost all the decision-making power to themselves. Beyond that I've noticed a kind of mean-spiritedness about the culture here, among the staff at least. People seem to crave failure or misery among their colleagues, probably so they can feel better about their own circumstances. There's a hunger for recognition or respect. I think Dick Wilson has made leaps and bounds in addressing this but the years under Minor Myers certainly took their toll on a lot of people here, and they still wear the scars. For me personally, I think the biggest disappointment here is that no one really encouraged me to grow professionally. Despite that, I think I've accomplished much based on my own personal goals, but I really can't give credit to any mentoring or even interest in my personal growth on the part of my supervisors -- who have often seemed more interested in simply taking credit for something that they had nothing to do with. It can make it a lonely and sometimes depressing place to work if you let it get to you. Your satisfaction needs to come from within.
- Continue to encourage and foster relationships throughout the university
- More equality among employee/faculty segments



## EXHIBIT

### NON-EXEMPT STAFF

- On-site childcare Improved technology Rework salary and compensation procedures so they can be done in a timely matter.
- Consider that the university is a complex organization, involving the talents & efforts of many. Too often (this survey included) when one thinks "university," one thinks only of faculty/students/curriculum. Buildings, grounds, special & athletic events, campus cleanliness, etc. Are accomplished only by the efforts of under-staffed, over-extended support staff. Rarely are these efforts considered as integral to the daily workings as are those of the faculty. Coursework & quality/caliber of faculty are usually the litmus test for judging IWU's success, yet without a quality staff, nothing works. Reward these efforts with professional development opportunities, an equitable benefit package, but most importantly...acknowledge the necessity of support staff with adequate staffing & realistic funding for equipment/materials. IWU should begin to believe that we are ALL colleagues in our efforts to improve.
- I am very happy working at IWU. I enjoy the students, and I am impressed with President Wilson. I appreciate his work for IWU, his genuineness, and the business mind he brings to his work here. He's a very good leader, one who inspires confidence. I hope to see an increase in salaries in order to retain quality staff.
- Provide greater financial support for students who are in need, so that we do not have to see very intelligent students forced out for financial reasons.
- Treat me like I'm somebody, not just another flunky
- Training and development
- Pay me a fair salary.
- Pay better and be more supportive of our concerns when brought up
- Have equal benefits for ALL employees-not more for faculty then for support staff.
- Shorten the time it takes to get things done! If you feel your position should be reevaluated, the process is very time-consuming. Also, provide opportunities for staff training. There are also opportunities for staff that are not used much (library services, ability to take classes, etc.). Maybe more information can go out to staff regarding our opportunities (such as the Wellness info that is distributed each semester).
- Assigned parking spaces!
- The University needs to update the way it compensates non-exempt staff and bring the salary range more into keeping with the non-academic world, therefore retaining the really good employees.
- To make it fair for the whole campus, just not cater to the faculty.
- Offer more training opportunities and budgets that match the tasks at hand. Keep up on what is competitive in the salary market and look for new and unique ways to keep the workplace from becoming too stagnant. We have a lot of long term staff here and they need to grow as well as the students.
- Make sure to keep wages competitive with other major corporations in the area
- Find a better way to listen to the staff and better follow up in their concerns. May look at more staff in Human Resources.
- The Human Resources Department should grant my appeal submitted in February, 2007, over 2 months ago. Wesleyan needs to provide more opportunities for

## EXHIBIT

advancement for support staff personnel and more opportunities (programs) for personal development for IWU support staff.

- Recognize the importance of staff to the smooth operation of the University.
- Improve Human Resource dept.
- Provide better salaries and better human resources.
- Tell me more about the intellectual achievements of students and faculty. Keep me better informed about changes on campus (sep staff changes in significant places) Stop assuming that technology is the solution to our issues--email and websites are not always the easiest way to learn what's going on.
- Illinois Wesleyan is a great place to work! I think mostly we are responsible for our making our own experiences positive. More small socials during working hours or more group projects that include students, faculty, staff and administrators would be great.
- Provide personal and professional development for staff
- Communication Professional Development for staff
- Increased pay, merit increases, cost of living increases
- Offer opportunities to continue my education (reimbursement for Masters classes).
- Better treatment of staff
- Better pay structure and more chance for professional development
- Regain its ethical, Christian identity
- Provide fair and equal work environment. Provide better qualified personnel in management positions.
- My personal experience here is quite good. I have no real complaints for myself but I know that there are other areas which need improvement in the way supervisors understand their job, how some workers are treated and how assignments and work are accomplished.
- I feel as though there is a lot of the attitude that if it doesn't affect me then I don't care. There are a lot of over worked and underpaid people.
- Create some form of Staff development fund or grant system.
- A real office, flexible hours, at least 'cost of living' raises, more vacation time, a supportive HR office, a feeling of being valued as an employee.
- As stated before, I would like to see a trend toward higher salaries and benefits for support staff.
- I think benefits more closely aligned with those of faculty is a start. I think better pay for staff and opportunities for professional development at all levels is also something that is needed.
- Actually care about the staff and not treat them like useless crap.
- Income potential
- I really enjoy my job here. I really do not like when HR presents changes to staff as being to our benefit (two-week pay periods and merit eval systems)-get out. It would be better if they would just present the facts as they are...not try to get us to be "excited" about it.
- Understand the value of their support staff. Sometimes I feel like support staff is looked down on and I feel we play a very important role in the student's life and the University as a whole.

## EXHIBIT

- Keep up salaries equal to the cost of living. Hire more staff to handle the workloads! Many times one person is doing two or three persons work load.
- I don't know if there is much IWU could do to improve. I feel pretty happy here.
- I am very satisfied.

### **Is there anything else you would like to share with us?**

#### **SUMMARY OF ALL GROUPS**

When given the opportunity to share whatever they wanted, faculty and staff comments were primarily positive, expressing the quality of the institution and their experiences at IWU. At the same time, there is an underlying sense of “we can do better” and, “we need to keep doing what has made us good.”

#### **FULL-TIME, TENURED FACULTY**

- A fundamental concern about this process is that it is about a "marketing campaign" or developing a "PR message" rather than about internal work to wrestle with differences of opinions or about integrating the perspectives of multiple areas (Admissions, Students, Faculty, and Staff) into a cohesive shared understanding of IWU's identity. It seems like we articulated this a decade ago and still have fractured self-understanding. I am hopeful that by sharing results of the focus groups and this survey, we'll have good transparency on what the issues are and can use this to move forward.
- Academic leadership is not as strong as it might be, to keep that ambitious mission statement at the center of what we do.
- As we market ourselves, we need to be very, very careful not to promise things that we don't have the resources and vision to deliver.
- Breakdown of community is appalling; I think it's due to the lack of educated, as opposed to trained, new faculty.
- Don't let the marketing people obsess about branding--the website in many cases looks LESS engaging as a result of the standardization policy of the last three years.
- First, I had a few sections of this survey where I could not select "bullets" of choice. I think this is unique place with much untapped opportunity for collaboration among programs. However, we spend most of the time being critical of one another rather than appreciating our distinctiveness. Many want to be another pure liberal arts institution. If this happens we would lose the essence of this place. .
- Getting promoted and tenured is a very good thing. Although there are a number of irregularities and inconsistencies in this process, I always felt that there were no surprises and I was supported from the beginning. Others in other departments wouldn't say this.
- I'm a long-time faculty member in a small department who is actually pretty proud of how we challenge and support our majors. There are undoubtedly many others who feel the same way. Obviously, we'd like stronger support. And then we'd like the university, generally, to live up to our standards.
- I am very happy to be working at IWU.

## EXHIBIT

- I have a problem with the amount of money that our institution has spent on this kind of branding, etc. I sincerely hope that there are tangible results. I am skeptical, to say the least.
- I have completed nearly 30 years of service to IWU and feel a great sense of belonging, and gratitude to the institution, the administration, my faculty colleagues and staff, and the many students I have worked with over the years.
- I honestly believe that IWU is, in numerous ways, a wonderful university, and we have much of which to be proud. However, in recent years, budget constraints, which have become depressingly routine, have now become demoralizing, and we are finally seeing the negative results of this--in a variety of ways. If we don't turn this around soon, I fear that IWU will become quite a different place than it was when I came here.
- I really love working at IWU. I think our new President is great. My colleagues are, for the most part, great. My students are mostly quite good. Some of my students are amazing--they really struggle with difficult material and try to work through it. Others of my students are really disappointing--they aren't engaged, they got by in other classes at IWU or in their high schools with doing minimal work. Overall, however, I'm very happy with IWU. But we can continue to improve.
- I think branding is a trendy way to talk this decade. Let's stick to what is truly important in a liberal arts university and talk about what we should be working to fix the huge issues on campus.
- I think we could do more to ease scheduling problems for students trying to register for classes. Often Freshman cannot even get in to one class that was their first choice for the semester. This is another major complaint of our students. We should look into balancing times offered; and be wary of night classes. An enrollment system that reserves places for Freshmen in 100 level classes is used sometimes-- and should be used still more.
- IWU desperately needs vision, leadership, and resources - now. The president and the provost must look at the Mission Statement, and seriously think about how IWU can provide the kinds of needs that a liberal arts education must provide in today's world. The task is to figure out how to combine essential "traditional" learning from the disciplines with new learning, especially interdisciplinary learning and non-traditional areas of learning that are becoming increasingly vital, such as study of the languages, histories, and societies of the "global south." It's obvious that IWU cannot "do everything." But it is similarly obvious that we have an unusually dedicated and creative faculty who have worked hard to sustain and improve the disciplinary offerings and at the same time launch innovative programs. The faculty need support in these ventures to sustain their energy. Without a university-wide ambition to improve and to become a leading institution in a few concrete areas - an ambition backed up by resources - the tendency will emerge among faculty to retreat to personal goals, to squabble amidst the lack of direction, and maybe even stop caring and just "put in the time" to fulfill minimum responsibilities. Understanding IWU and its political culture is important for the new administrators, but it is important for our political culture to be shaped and given direction in part by those with outside experiences and a knowledge of what is going on in liberal arts outside of our narrow, albeit rich, experience here. It seems to me to be both possible and necessary to craft

## EXHIBIT

a vision and provide leadership in the pursuance of goals based on our Mission Statement that virtually all of us as faculty members can subscribe to, even if in seeking to reach those goals not everything on each of our wish lists can be met. Such vision and leadership, backed up by the provision of resources, is crucial at this moment in the history of IWU.

- My sense is that the major problem is that we're attempting to do too much -- too many programs, too many majors. Some things need to be cut back or eliminated altogether to free up resources and attention for the programs and missions that are critical to the University's future.
- Nationally, US education is moving away from the ideals of liberal education. It is imperative that we keep those ideals central to our mission and our practice.
- President Myers had many faults as an administrator but he did inspire and encourage the pursuit of excellence. He may have spent a lot of money chasing the US News and World Report rankings. But he provided an achievable goal and a benchmark for success. We need a comparable goal and benchmark today. Without it, departments and schools will continue to turn inward. We don't want to be known for 3 or 4 great programs. We want to be known as the best liberal arts college in Illinois and maybe even the Midwest.
- The information in the previous two boxes about sums it up. I do just want to say that this is a good institution with good people. What it lacks is a coherent vision of what, exactly, we are and, thus far, the political will to either make the mission statement describe the reality or, what we should do, make the decision at this point in the institution's history to invest in making us a truly great liberal arts institution. The professional schools will not go away if at this point in IWU's history we choose to focus on providing students with a solid liberal arts education. That focus on the general accomplished, we could then focus our attention on the various particulars that need attention. Faculty will never decide for themselves that we need to focus on the general, for the structural realities of their everyday lives causes them to focus their attention on their particular needs. We must be led and reminded that for a time we must focus on what we say we are collectively.
- The status of professional schools is not held in very high regard and the students and faculty of those programs are some of the best and brightest in the university.
- There is a growing disconnect between the perception of the students and faculty. We have led incoming faculty to believe that our students are intellectually exceptional and mature. This is only the case part of the time. For the most part they are just kids—"kids we can joyfully watch mature, explore, and achieve. But we need to teach them how to do those things, rather than expect that of them when they are arriving on campus.
- This is a very strange way for a campus to discuss the question of identity. I have some doubts about its usefulness . . .
- This is a wonderful opportunity to assess IWU's identity as a community. I hope the data collected leads to continued University-wide conversation about the issues raised in the survey and doesn't just go toward designing a marketing campaign. Assessment at this level (among the people who stay on campus and make their life here: faculty and staff and administration) is essential for building a cohesive community that truly understands itself and shares a common sense of identity and purpose!

## EXHIBIT

- We are not seriously attending to our academic quality problems. Our standards are slipping and some of our key programs are falling apart. There seems to be little interest on the part of either the administration or the faculty to do anything about it.
- We continue to struggle with the conflicts surrounding the differences between a quality liberal arts education and the career/professional preparation of our students
- When I came to this university about 10 years ago I was attracted to the collegiality and energy among IWU faculty working to develop innovative programs. Many of these faculty are completely burnt out. And the overall atmosphere is now one of tight financial times and disciplinary protectiveness. The intellectual curiosity and inquisitiveness that we so hope to see in our students is withering among our faculty. It is a demoralizing situation for many faculty members and I believe the university administration needs to be acutely aware of this and work on multiple levels to address this. Course releases are one issue often raised, but there are many other ways to support faculty--through additional staff, through encouragement to develop exciting programs--that could make a huge difference in changing the climate among faculty.
- Yes. Although some people will tell you that we should be only a liberal arts institution, and some that our strength is our combination of liberal arts and professional schools, the fact of the matter is that we will always be both. And given that, we should attend to the ways we can acknowledge the value of each. Our current Gen Ed program, with its interdisciplinary-like "categories," dilutes the notion of the liberal arts, and both turns too many of the liberal arts disciplines into service providers while obscuring the disciplines themselves. How can a student appreciate the way philosophers see the world if s/he encounters only a class earning credit in "intellectual tradition," a category that contains courses from everywhere? How can a student say s/he has earned credit in the Arts when s/he takes a course from someone in a discipline unrelated to the arts and with no credentials in it?

### **FULL-TIME, TENURE-LINE FACULTY, NOT YET TENURED**

- Faculty should make decisions based on what is good for the university - they should take their blinders off and see the total picture
- Generally speaking, I like it here. I like the community feel, and I enjoy the students.
- I just hope to see a positive change from all of this. Our new administration is making small steps because they don't want to "rock the boat" too much, but I think it needs to happen. If faculty/staff don't like it, let them leave. I think the new administration will find that many of us would like to see an overhaul to many things, from positions to expectations. In my mind, the administration needs to take charge and the faculty needs to comply.
- I think the way questions were worded (i.e. professional school oriented) is problematic. Oriented implies unidirectionality. Should have asked about Balance.
- I think we have many, many strengths, but that we are not telling our story very well. We don't need to actually start doing many things differently; we simply need to highlight what we do and how it makes us unique (research conference, social justice programs, pre-professional programs). This will help people outside the university as well as those of us in the community know what makes IWU unique. I am giving my

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interpretation of what our signature strengths are, but no one ever told me that they are our strengths. I believe many people don't understand that those are the things that set us apart, and if we were able to reflect on those things, it would increase our pride in the university and direct our efforts as we figure out how to grow in the future.

- In general I like working here, but it really distresses me that there are no processes in place to make sure what we say we do matches or even relates to what we actually do. It's confusing for students, detrimental to faculty and staff morale, it's a terrible way to run an institution that has so much potential and so many great, great people. I'm very hopeful your work is the first step in getting to that place, and I hope I'll still be working here when we get there.
- More than half of the grades given at IWU are A or A minus. So much for academic standards!
- No, that just about covers it. Thanks for asking.
- No.
- There seems to be a generational shift occurring in that recently hired faculty have been given the expectation of research productivity, while faculty who have been at IWU for a long time see it only as a teaching institution. The administration needs to decide if it wants to put resources into truly making it a teaching institution with research productive faculty and then express the faculty how these two endeavors are not mutually exclusive. One way that we are lacking as we attempt to improve is technology for the classroom. Blackboard or a similar program would be useful rather than the limitations of Pipeline (which I do use).
- What IWU needs more of is imagination and a sense of adventure. It can push these traits a bit more--our students can handle it, and they seem more and more to want this...

### ADJUNCT FACULTY

- I'm betting I've said enough!
- I am extremely proud to be a part of IWU. I hope to make a life-long career here.
- I feel there is some bias in the admissions dep't....dependent on financial status and alumni Students, as freshman, need advisors that are in their prospective departments!
- Most profs treat adjuncts well, not all
- NO
- Under new leadership, the overall attitude has improved.

### VISITING FACULTY

- I appreciate your efforts to help us address areas in which we can enhance the experience for students, staff, and faculty.
- I believe we have come a long way to improving the morale
- I do not mean to sound negative about IWU, it is the best teaching experience I have had. However it could use some improvement. The CNS building is lovely but Shaw is almost slum-like in comparison. If not for the windows it would be depressing to be there. It is dirty and outdated. This in conjunction with some rather large classes can make for a less than productive classroom experience. I do not pretend to know

## EXHIBIT

all the ins and outs of the academic way of doing things I have spent most of my life in the corporate world. However it seems to me the university needs to decide how important the business degrees are. If IWU is going to focus on producing liberal arts graduates do they really need the business school accreditation? If they want it they must be willing to pay for it! IWU cannot be everything to everyone. U of I and Bradley both have it. If that is what is important to the student they can go there. The classes are large and the though the overall community may be strong a teacher will only remember a very few very outstanding students. I would think a student chooses IWU not because they have the accreditation but because their teachers know them and care about them enough to help them make the right choices in their learning to become an outstanding world citizen not just another cog in the machinery of life.

- I have worked at Illinois Wesleyan University for over 17 years. It has been a very positive experience overall. A friendly work culture and I have enjoyed a tremendous amount of autonomy and the opportunity for creative expression in the work I do for the university.
- I hope you can help us! :)
- I love IWU. I can't imagine being anywhere else.
- I think the things that IWU does well still need improvement. So if something new is chosen to focus on improving, we should not neglect what we already do right.
- Illinois Wesleyan does everything in its power to make sure that we are satisfied but they 'do break the rules' for some and not others. . That is what quite a few people say that know about the broken rules.
- IWU is a wonderful place to work for. As much as there are things that need to be addressed the school does so many great things. Often we have big eyes when planning but do not have the pocket book or resources to support. We need to focus our efforts and strengthen areas.
- Many faculty seem to have a rather poor understanding of how peer institutions have solved problems like they face. And the faculty seem not to know how to behave like colleagues that work for the best interests of the university.
- Nope
- People here make the difference, they really care and are passionate about what they do
- The school needs to advertise and promote on a national level, placing ads in journals and reviews pertinent to the disciplines the university is already strong in.
- This is a great institution with caring staff that support students and faculty as they get on with the business of learning and teaching. We should infuse the experience for all with more traditions of meaning and purpose.
- We are a "diamond in the rough" & should work harder at explaining to our publics that we are exceptional & an excellent buy for the value of the degree. Many of our graduates have gone on to achieve great things professionally & have contributed significantly to the good of society - we need to promote just that. This is simply a good place to be; we are the envy of many of our colleagues.



## EXHIBIT

### ADMINISTRATION

- Athletics are what give IWU its identity over other schools in our category.
- How are we supposed to enforce rules that parents don't even enforce?
- I'm not sure how to answer the next question. What's the difference between Administration and Exempt staff? I thought members of the Administration were Exempt staff. Is the Administration only Cabinet members? I think this may point to a lack of leadership and accountability. The entire middle management layer of this University appears to be forgotten. The staff council idea is a joke, and a slap in the face of the middle management. Perhaps it's the newness of the President and cabinet, but it's difficult to understand how they could be so out of touch with how to inspire, supervise, and lead a middle management team. And how is it possible that an institution with a 150 year history has no manual describing policies and procedures for exempt staff? We're missing some really basic management methods at this University. Perhaps it's really not the cabinet, but a lack of Board of Trustee interest and oversight? I don't know, but the University has been in trouble for a number of years, and I don't see a solution on the current path.
- I feel the University is on track in trying to encourage the faculty, staff and students to become engaged in the schools community while also urging improvement and excellence.
- I have been exposed to classist and racist attitudes from faculty while employed at IWU. I was employed at Northwestern until moving here. I am quite disappointed with the university's cultural horizon.
- I mentioned this already, but the thing I dislike most about IWU is the sense that the culture is somewhat of an "old boys' network" that there is so much based on tradition of what has "always been done at IWU" and not enough acceptance or openness to change
- I strongly believe the VP of Student Affairs will leave if the division is not valued and acknowledged by president and the rest of the cabinet. When/if this happens, many of the newer staff will all leave, as the new VP has so much potential, experience, energy...then I think IWU's reputation will decline, as many with great energy, experience, dedication will leave IWU
- Illinois Wesleyan is a great place to work.
- Money frequently spent unwisely
- My gratitude to the people with whom I have worked over the years, for their patience, dedication and effort and to the University for giving me a place to succeed and grow. My hope that this new administration continue the good work of Illinois Wesleyan so that it becomes even a better place to work and live.
- No, thank you for helping us!
- Thanks for listening
- This survey is really looooooong. I think your response rate would be higher if it were a bit shorter.
- When I told people I would be taking a position with IWU, many said I would not be able to stand the "hoity-toity" atmosphere. Yet the dedication of the people to translating education to a better world has won me over. Illinois Wesleyan helps students find their place in the world and gives them the courage to take it.

## EXHIBIT

### NON-EXEMPT STAFF

- NO
- No.
- Better campus security. Slow, almost no response time this is what I've heard. Lately i.e. alumni serve will have a bum beg for \$ security unable to answer phone etc...
- I've worked at other universities and I can't believe the way the staff allows themselves to be treated by the faculty.
- I believe that IWU, under Dick's leadership, is definitely on the right path. I know that the reality that almost every improvement takes money is vibrant. I do believe, however, that we should find a way to explore each area that employs staff and make sure that it is functioning to the best capacity for those involved and for the university at large. Cream is supposed to rise....but it doesn't always in the workplace.
- I continue to appreciate the energy IWU puts into improving the quality of its education, of the student life opportunities, and the atmosphere it creates for its faculty and staff.
- I don't think so.
- I have waited for over two months for IWU Human Resources Department to respond to an appeal I submitted to decide whether I should be awarded advancement in a support staff level designation. The expectation is that I complete all of the tasks for the advanced level and I have for over two months. This is the most antiquated system to make decisions in an appeal process. There is no faith from Support Staff at IWU to believe that the HR Department advocates for Support Staff. Most of the Support Staff feel that the person in charge does not have the knowledge to fulfill her duties and consequently feel she should be relieved of her duties. Place someone who has the ability, knowledge, and experience to understand how to manage the "appeal process" and attend to the needs of IWU Support Staff.
- I like my job and what I do at IWU. IWU is a great place to work. There are great people here doing an excellent job with the resources available. The only down fall is the salary range for the same work being performed at State Universities. IWU is extremely lacking in that area but they do try to make up for it in other areas like 4:00 hours in the summer. I also believe family special events for all faculty/staff & their families would be greatly appreciated, such as discounted bus trips to various locations in and around the Chicago area as well as other areas in Illinois. I also believe there needs to be more done to bridge the gap between faculty and staff. There seems to be an underlying divide between the two groups of employees. Perhaps such family outings would help in that area.
- I love my job here at IWU, the above are my thoughts, however, I am treated very well here.
- I love this environment; everyone notices it the minute they step on campus. Our students are WONDERFUL. This is a good place.
- I really enjoy my job. I value the college tuition benefit tremendously. The workloads between individuals holding the same staff title are not balanced.
- I think it is great that the campus is working on improving communication. The campus weekly was a great idea.
- I think the new theater should be located where the old Sheeam Library is standing. With the outdoor amphitheater there for graduations.

## EXHIBIT

- I would like to know more about your group and what you do.
- Illinois Wesleyan is a place that has a lot of loyal and capable support staff. I think sometimes we are not given the respect we deserve, but I think that is changing and President Wilson is working hard to make up for a period of limited growth and incentives. After 9/11, we understood that we had to put up with limited raises, but the benefits have always been top rate. It is a genuine place with a good mix of caring people.
- Illinois Wesleyan is a pleasant and rewarding place to work. The fact that staff has an increasing level of input into campus life is one of the many rewards. The clearer our picture of the campus' role in the lives of our students, the more positive the impact we can have. Just now, as I went to the next page, I discovered one of the big issues. My position is not listed on the next page--I work in one of the Professional Schools; it is not a department, nor a division. The fact that we're missing in this survey is evidence of the problem with defining our role!
- IWU must begin to hold their students to a higher standard. Make them responsible for their actions on campus. Encourage community & campus involvement. Develop moral/ethical awareness in their lives.
- My experience here at IWU thus far has been very good. Fellow employees seem to be friendly and generally pleased with their experience. My personal work environment is outstanding! My pay is embarrassing and I feel the position is clearly misclassified (as the position at any other institution, at least the several I have come across, would be salaried) but small steps, I think, are being taken.
- Overall, this is a nice place to work. That is why i am still here. But knowing that i could earn more by going to one of the local corporations is something that makes me consider leaving IWU.
- The interactions I have with the faculty I work for and with students I interact with have been really good. There is a mutual respect. I also make sure that students are treated respectfully as do the faculty.
- The university makes it extremely difficult for support staff to advance in professional development. They offer advanced degree programs for upper level staff and faculty, it should be offered for us as well. It's almost as if they feel we're not "worthy" of advancing. They pay structure is not even close to being where it should when you compare it to similar universities. It is so difficult to get any recognition for a job well done that you begin to wonder why you try!
- There is no opportunity for advancement for staff if one has reached the top level in job classification, without becoming exempt, which doesn't happen. Provide motivation and resources to continue jobs well done, acknowledgement of jobs well done, and respect for being in that position to help and assist.
- They need to take care of staff for a change, allowing too many quality people to leave, not paying what we're worth. University losing touch with staff