

Criterion 1

Criterion 1:

Mission

What we seek to demonstrate: That Wooster’s mission is clear and articulated publicly. The mission guides our operations.

Our Related Core Values: All

Our Related Strategic Objectives: All

Core Components

1A: The institution's mission is broadly understood within the institution and guides its operations

1: The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.	
<ul style="list-style-type: none"> • The College adopted a mission and core values-based approach to planning in May, 2009. • Existing documents were updated and additions to the planning process were created via a discussion with the entire Wooster community - faculty, administrative staff, students, trustees, and alumni – in an iterative process of reflection and analysis. <ul style="list-style-type: none"> ○ Fresh articulations of our mission, core values, and vision for Wooster were formulated via discussions in faculty meetings, open forums with faculty and staff, and comments provided on drafts of the documents. A timeline of the process is available at http://strategicplanning.scotblogs.wooster.edu/ • A mission mindset now exists at Wooster. • The Board of Trustees adopted the College’s mission, core values, and vision statement as works in progress on October 10, 2009. 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> • Mission Statement • Graduate Qualities • Core Values • Vision Statement • Strategic Objectives • Strategic Initiatives • Strategic planning document • Plan to Plan (on blog) • On Purpose blog

2: The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.	
<ul style="list-style-type: none"> • Academic Programs <ul style="list-style-type: none"> ○ Department and program reviews evaluate the curricula in the context of the mission with a special emphasis on graduate qualities and core values. ○ Each department and program has a mission statement. These mission statements reflect the College’s mission statements and elements of its Core Values as fitting for each department. ○ Each department is in the process of mapping its mission statement and student learning and development goals onto the College’s graduate qualities and core values. ○ Requests for new faculty lines are often justified in terms of how the new line helps Wooster meet some component of its mission. <ul style="list-style-type: none"> ▪ Classical studies (2011) cited the mission and emphasized the contributions a new 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> • Department Review guidelines • Department Mission Statements • Policy on aligning Department and College Mission Statements • Support Services Mission Statements • IPEDS report • New student profiles

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<p>faculty member would make to initiatives related to global and non-western perspectives</p> <ul style="list-style-type: none"> ▪ Communication (2011) requested a new position that would improve their ability to address the mission-related topics of civic and social responsibility as well as global engagement and respect for diversity. <ul style="list-style-type: none"> • Student Support Services <ul style="list-style-type: none"> ○ Student support service programs have mission statements and goals and are going through the same kinds of processes as departments. That is, they are doing self-evaluations and they are in the process of aligning their mission with that of the college. • Enrollment profile <ul style="list-style-type: none"> ○ The College of Wooster enrolls traditional undergraduate students in a residential setting. ○ Students are admitted to Wooster based on their academic credentials and their profiles that make them likely to succeed as “leaders of character and influence.” ○ The key element of how the profile aligns with the mission is in the diversity of the student body. The results of our efforts can be seen in the IPEDS report. 	
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1B: The mission is articulated publicly.

1: The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.	
<ul style="list-style-type: none"> • The various mission-related documents are available on the College’s web site. • Subsets of these documents are reproduced widely. Examples can be found in the Catalogue, ARCH materials, the graduation bulletin, and so on. • Efforts should be made to make ensure the mission is available in all relevant documents. For example, the mission is not presented in the Faculty Handbook or the Support and Administrative Staff Handbook. 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> • College Web Site • Course Catalogue • ARCH Materials • Graduation Bulletin

2: The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.	
<ul style="list-style-type: none"> • The mission documents were reviewed and updated in 2009. The self-study, as well as periodic “Planning refresh” activities, provide opportunities for the College community to review our mission, 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> • Planning document

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<p>core values, and vision statements.</p> <ul style="list-style-type: none"> It is clear from the mission documents that the emphasis for The College of Wooster is the education of students in the liberal arts. The documents clearly spell out our values and the qualities we expect of our graduates. 	
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3: The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.	
<ul style="list-style-type: none"> The mission documents make clear that we are an institution dedicated to the liberal education of undergraduates in a residential community of learners. 	Supporting Analyses, Data, Documents <ul style="list-style-type: none">

1C: The institution understands the relationship between its mission and the diversity of society.

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<ul style="list-style-type: none"> From our Mission Statement: The College of Wooster is a community of independent minds, working together to prepare students to become leaders of character and influence in an interdependent global community. From our Core Values: Diversity and Inclusivity: Wooster actively seeks students, faculty, and staff from a wide variety of backgrounds, starting places, experiences, and beliefs. We believe that achieving our educational purpose is only possible in a diverse community of learners. Therefore, we value members who bring a diversity of identities and beliefs to our common purpose, and who reflect a diversity of voices as varied as those our students will engage upon graduation. <ul style="list-style-type: none"> In planning for faculty searches, the chair of the department must submit to the Provost a plan to attract diverse candidates. See Faculty Search Procedures. This plan must be approved before the search can begin. From our Graduate Qualities: <ul style="list-style-type: none"> Global Engagement and Respect for Diversity <ul style="list-style-type: none"> Understand the histories, causes, and implications of global processes Engage with the global community through knowledge of a second language Understand and respect diverse cultural and religious traditions Display self-reflective awareness of their role as citizens in a diverse local, national, and global community Civic and Social Responsibility <ul style="list-style-type: none"> Appreciate and critique values and beliefs including their own 	Supporting Analyses, Data, Documents

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<ul style="list-style-type: none"> ▪ Demonstrate ethical citizenship and leadership and embody a concern for social justice ▪ Exhibit a commitment to community and serving others • From Strategic Objective I: Diversity and Inclusivity: Wooster actively seeks students, faculty, and staff from a wide variety of backgrounds, starting places, experiences, and beliefs. We believe that achieving our educational purpose is only possible in a diverse community of learners. Therefore, we value members who bring a diversity of identities and beliefs to our common purpose, and who reflect a diversity of voices as varied as those our students will engage upon graduation. 	
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2: The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.	
<ul style="list-style-type: none"> • The College has instituted a number of programs and processes to address the issues of diversity outlined in mission-related documents. <ul style="list-style-type: none"> ○ A variety of programs are integrated through the Center for Diversity and Global Engagement. Programs include: <ul style="list-style-type: none"> ▪ The Ambassadors Program. Each year the Ambassadors Program selects five international students or global nomads from The College of Wooster to serve as Ambassador for their homeland. The Ambassadors create presentations covering their countries, cultures and current events that are available to the local community at no cost. All presentations are designed to be interactive and include photographs, books and cultural artifacts. People are encouraged to ask questions, to touch and explore. Presentations can be tailored to fit your needs, whether you are interested in a specific topic or country. ▪ The Office of International Student Affairs. The Office of International Student Affairs (OISA) supports international and exchange students, global nomads, and language assistants as they adjust to a new culture, as well as encourages and celebrates their unique contribution to the campus community and beyond. They put out a regular newsletter, distributed widely by email to the campus community, about these issues. ▪ The Office of Multi-Ethnic Student Affairs. The Office of Multi-ethnic Student Affairs (OMSA) provides support services and programs for students of color on individual and group bases. These services include ongoing individual advising as students encounter academic, financial, personal and social concerns. OMSA also assists multi-ethnic student organizations on campus in an advisory role. Consistent with the College's commitment to diversity, the OMSA works to promote dialogue and positive intercultural and interracial experiences for all members of the College community. 	<p>Supporting Analyses, Data, Documents</p>

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- Campus-wide programs include prominent guest speakers, cultural celebrations, and community education workshops.
- Off-Campus Study. Off-Campus Study is a vital dimension of a Wooster liberal arts education, providing students with a forum for developing a diverse and global perspective. Off-campus study is not a "time-out" for students, but rather a chance to spend a semester, summer or full year learning about themselves and the communities in which they live, and exploring and deepening knowledge in an academic area of interest. The office of Off-Campus Studies facilitates this by:
 - Promoting global events on campus.
 - Advising students on off-campus study and study abroad opportunities.
 - Facilitating both domestic and international off-campus study and study abroad.
 - Helping students prepare for their experience, and "keep their experience alive" back on campus.
 - Students at The College of Wooster are required to take courses that address issues of diversity. Include among the requirements are:
 - Courses in Global and Cultural Perspectives. Students are required to take two courses in a Foreign Language (or pass an equivalency exam) and one course in Studies in Cultural Difference. There are a wide variety of options available to satisfy these requirements in departments and programs such as Africana Studies, Chinese Studies, East Asian Studies, French, German Studies, Latin American Studies, Russian Studies, South Asian Studies, Spanish, and Women's, Gender, and Sexuality Studies.
 - Students are required to take one course in Religious Perspectives. Many of the courses offered are comparative, and many involve non-Western religious traditions.
 - Global Engagement. Global Engagement is one of our institutional strategic objectives. Since the late nineteenth century, we have had a strong international presence throughout campus and in our classrooms. Our first [international students](#) came to Wooster in the 1880s, and today we enroll over 120 students from more than 35 countries. Our international faculty and staff hail from countries as disparate as India, The Netherlands, Senegal, and Mexico. Each semester around 180 students from a variety of disciplines choose to study abroad, and around 35% of each graduating class has had an [off-campus](#) experience.
 - The Wooster Forum events, held in conjunction with First Year Seminar, provide diverse perspectives on a theme which changes every year.

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1D: The institution's mission demonstrates commitment to the public good.

1: Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.	
<ul style="list-style-type: none"> • The College of Wooster is dedicated to the education of undergraduate students. We realize, however, that the College must engage with both local and global communities of interest. This is reflected in our Mission Statement: The College of Wooster is a community of independent minds, working together to prepare students to become leaders of character and influence in an interdependent global community; our Core Values: Social and Intellectual Responsibility: As a community of learners, we hold ourselves to high standards of sound evidence, careful reasoning, proper attribution, an intellectual and personal integrity in all activities of teaching, learning, research, and governance. We recognize the privilege of being able, collectively, to pursue the mission of the College. We therefore seek to extend the benefits of learning beyond the campus and beyond ourselves, endeavoring to analyze problems, create solutions, exercise civic and intellectual leadership, and contribute to the welfare of humanity and the environment; and Graduate Qualities: CIVIC and SOCIAL RESPONSIBILITY <ul style="list-style-type: none"> • Knowledge of and respect for different beliefs and values • Civil discourse on complex issues • Ability to appreciate and critique multiple perspectives including one's own • Self-reflective examination of values • Self-reflective awareness of oneself as a global citizen • Ethical citizenship and leadership in a global civil society • Commitment to community service 	Supporting Analyses, Data, Documents
2: The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	
<ul style="list-style-type: none"> • We have no investors, parent organization, or supporting external interests. 	Supporting Analyses, Data, Documents
3: The institution engages with its external constituencies and communities of interest and responds to their needs as its mission and capacity allow.	
<ul style="list-style-type: none"> • Programs that exist primarily as part of our regular education programs to which the public is invited to participate. <ul style="list-style-type: none"> ○ The Wooster Forum 	Supporting Analyses, Data, Documents

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- Academy of Religion
- Tuition-Free Community Audit Program
- Speakers
- Student recitals, plays, dance performances etc.
- Sporting events
- Art Museum
- Theatre
- Lily Projects
- AMRE Projects
- Ambassadors Program
- IS abstracts and other research results made available to the public
- Wooster provides student teachers for local schools through the Education Dept.
- Classes involving service learning have a positive effect in the community. Service projects during student orientation and many volunteer initiatives enhance the broader community.
- The College Library is open to the public.
- Programs that are joint ventures between the College and the public
 - Great Decisions
 - Ohio Light Opera
 - David McConnell leads a trip to Kenya in conjunction with Rotary
 - AMRE Projects
 - We support and participate in the Wooster Jam/Ethnic Fair
 - Social Entrepreneurship Program
 - Global Social Entrepreneurship Program
 - B-Wiser Program
- Programs that exist primarily as outreach
 - Camps
 - Conferences
 - Community Dinners
 - WVN
 - Residence Life Community Service – Snug in Their Beds Project
 - End of term Goodwill collection project (students' gently used clothing, furnishings, electronics that they're not taking home given to Goodwill)
 - The College has collaborated some with Embracing our Differences Ohio. See for example <http://www.wooster.edu/News-and-Events/News-Releases/2011/october/steamroller>
 - Admissions Project bring middle school students to campus

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| <ul style="list-style-type: none">○ Scots in Service○ The College Nursery School is open to the community. | |
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