

2016 Strategic Plan Key Question Committee – Progress Report

Question(s): *How do we take community engagement and experiential learning to the next level? How do we measure impact instead of participation?*

Members: *Nancy Rogers, Heather Miklozek, Brad Balch, Britney Richardson, Dara Middleton, Dwuena Wyre, Jim Speer, Rebecca Wray, Shana Kopaczewski, Steve Hardin, Timothy Demchak, William Ganis.*

Background:

Prior to Current Strategic Plan - The Center for Public Service and Community Engagement (CPSCE) was established in 2001 with 2 staff - a full time director and full-time administrative assistant. Community Engagement and Experiential Learning were identified as possible areas of distinction for State during a 2003-04 planning process. Following this planning process, the groundwork was laid for the institution to support community engagement and experiential learning. University-wide definitions of community engagement and experiential learning were developed, the role and staff of CPSCE was expanded, the Business Engagement Center was established, and \$2 million in funding from the Lilly Endowment was used to grow the program. In 2006, ISU was one of the first groups of institutions to receive the elective Community Engagement Classification from the Carnegie Foundation.

Current Strategic Plan and Special Emphasis Study – In 2008, ISU received permission from the Higher Learning Commission to complete a special emphasis self-study of community engagement and experiential learning. The special emphasis study coincided with the development of Goals 2 and 3 of the Pathway to Success strategic plan. Several accomplishments have been achieved as a result of the special emphasis study and Pathway to Success. These include:

- Development of a more centralized infrastructure to support community engagement and experiential learning. Related offices were pulled together into a unit lead by the AVP for Community Engagement and Experiential Learning. A Dean of Extended Learning position was created to lead our credit outreach activities.
- At the request of the Board of Trustees, each academic department and college was required to review their promotion and tenure documents and ensure that community engagement and experiential learning were valued in these documents.
- At the request of the Board of Trustees, each academic program was required to include a culminating experiential learning requirement.
- Mechanisms for tracking experiential learning and community engagement were implemented.
- The Career Center was reorganized and relocated to a new location in the center of campus.
- The community service leave program was implemented.

- State received national recognition from Washington Monthly and the Corporation for National and Community Service.
- Participation in student research has been expanded through the development of the Center for Student Research and Creativity.
- Study abroad was expanded through the Unbounded Possibilities program.

Most recently, the Division of University Engagement was established with the offices reporting to the AVP for Community Engagement and Experiential Learning. The Institution for Community Sustainability and Community School of the Arts have transitioned from the Unbounded Possibilities Program to the new division.

Challenges - We have experienced success at achieving most of our benchmarks associated with the Pathway to Success. The two areas where we have not achieved enough progress is study abroad and utilization of the Career Center. Although progress has been made in both areas, additional work is needed. In 2014, the University received \$3 million from the Lilly Endowment to improve post-graduate career outcomes. The Career Center is leading this effort, but needs greater engagement by the entire University.

Work completed:

The committee has met four times: October 5, October 19, November 5, and November 16.

The committee is using the rubric that we used for the 2010 special emphasis study. We are studying community engagement and experiential learning as it relates to the following organizational factors: mission, leadership, community involvement, external and internal communications, organization and structure, funding, faculty involvement, promotion/tenure/hiring, and student involvement and curriculum. In addition, we will be making recommendations regarding how we can measure impact. Several existing sources of information have been identified to help guide our efforts. In 2014, we completed a reclassification self-study for the elective community engagement classification from the Carnegie Foundation. This document and supporting information has provided a great deal of information. We are utilizing a Blackboard site to share information.

We are conducting surveys to collect additional information. A survey of local community partners will gauge their level of involvement with the University and desire to increase or change the partnership. A survey of seniors will examine their involvement in community engagement and experiential learning over the course of their time at ISU. A survey of recent alumni will measure their involvement in community engagement and experiential learning at ISU and the perceived impact on their post-graduate careers and civic life. Finally, an assessment has been distributed to department chairs to collect information regarding the implementation of the culminating experiential learning requirement in each academic program.

Work planned:

During the remainder of our time we will be analyzing data and making recommendations regarding each of the above mentioned organizational factors. In addition, we will make some specific recommendations regarding how we can achieve and measure impact of our community engagement and experiential learning efforts. The surveys that we have submitted are due December 4.

The information that we gather regarding the academic experiential learning requirement in each academic program will be shared with the Provost for further discussion.

Challenges:

We are not experiencing any particular challenges.

2016 Strategic Plan Key Question Committee – Progress Report

Question(s): *How do we add career readiness into all programs and add it to Community Engagement and Experiential Learning as University marks of distinction?*

Members: Kathryn Berlin, Brian Bunnett, Terry McDaniel, Alister McLeod, John Murray, Daniel Pigg, Jennifer Schriver, Darby Scism, **Brien Smith**, Benjamin Weber, Kelly Wilkinson

Background:

Indiana State University offers students and alumni a collection of training, consultation, and opportunities that are intended to assist them in making career-related decisions and finding employment. Like many other educational institutions, these developmental activities are organized at the institutional level, such as State's *Career Center*. The traditional career services offered by universities may not be sufficiently comprehensive in scope to certify a student as "career ready." Specifically, the *Career Readiness Partner Council* defines career readiness as:

"A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career. A career is more than just a job. Career readiness has no defined endpoint. To be career ready in our ever-changing global economy requires adaptability and a commitment to lifelong learning, along with mastery of key academic, technical and workplace knowledge, skills and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum. Knowledge, skills and dispositions that are inter-dependent and mutually reinforcing."

This definition suggests that career ready adults must possess a potent set of transferrable skills and dispositions that support any number of jobs across their career. To add "career ready" assurances to our students and supported alumni, Indiana State must cultivate a new comprehensive model for developing its students.

Recently, Indiana State University was the recipient of a grant from the Lilly Endowment in support of ISU's *Focus Indiana* initiative. *Focus Indiana* is a roadmap for Career Center activities that engage students in activities that better prepare them for a lifetime in the workplace. The basic components of the Focus Indiana Student Engagement Continuum are:

1. Employment Awareness – Foundational studies career modules, Freshmen transition course career module, and Sycamore Career Ready Certificate
2. Career Path Exploration – student opportunities to explore career paths, industry specific events, career fairs, networking nights, and mock interviews.
3. Planning for Post-Graduation – career immersion trips, internships, work-based projects
4. Commitment of Full-time Employment

Focus Indiana is a promising, comprehensive approach that may assist in closing many student's career-readiness gap. Toward a charge of adding career readiness as a **mark of distinction** for Indiana State, a number of variables still need to be addressed:

1. Student participation in career readiness programming,
2. Student motivation to meaningfully participate,
3. Development of an adequate collection of skills education opportunities for all students,
4. Integration of career readiness programming into the academic curriculum,
5. Establishment of stronger partnerships with industry,
6. Student feedback concerning their career readiness progress,
7. Meaningfully meeting the resource challenges beyond the Lilly Grant.

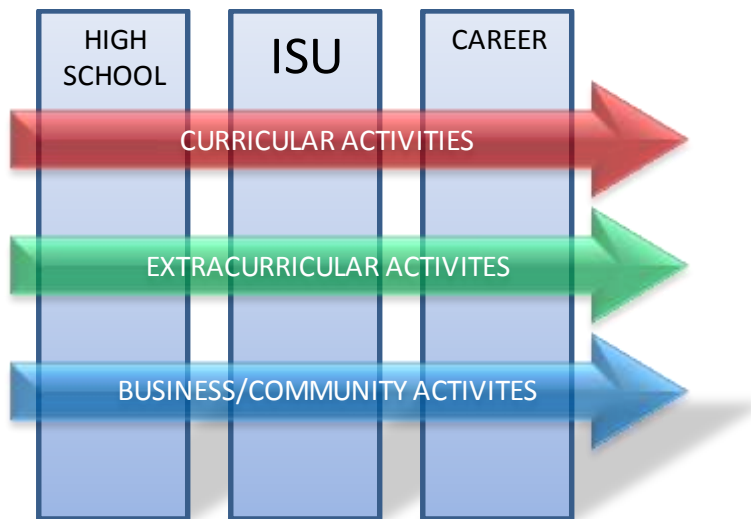
Work completed:

The committee has been busy with researching the career readiness topics, documenting best practice, and reflecting on our current offerings at Indiana State. We established a shared Blackboard site where committee members upload research findings. We are taking time to carefully reflect on the Blackboard content before convening a two-hour brainstorming session in early December.

Below is an outline of our initial conclusions:

1. There is a difference between “interview ready” and “career ready”. Faculty and students often mentally limit the role of Career Services to the former. Other confounding terms are work ready, job ready, and college ready.
2. The Career Center is not solely responsible for student career readiness. No single entity can be.
3. Career readiness is purposeful and involves active participation from the student.
4. Career readiness involves a comprehensive approach to student preparedness that begins a) before the student arrives at college, b) is affected by all university procedures and programs, and c) extends beyond graduation.
5. Career readiness is accomplished through
 - a. **Curricular Activities**
 - i. Remediation
 - ii. Core Curriculum
 - iii. Experiential Learning
 - iv. Upper division integrated electives
 - v. Capstone coursework
 - vi. Internships
 - b. **Extracurricular activities**
 - i. Community Engagement
 - ii. Exercises
 - iii. Workshops
 - iv. Training
 - v. Certifications

- vi. Supplemental Instruction
 - vii. Other items on co-curricular record
 - c. **Community**
 - i. Internships
 - ii. Mentors
 - iii. Speaking events
 - iv. Co-operative education
6. Career-readiness likely involves a number of stakeholders and activities that must be integrated in a meaningful way.



Work planned:

The committee will continue to meet regularly to envision a model of career readiness that will meet students and alumni needs, and provide the opportunity for national distinction in this area. We have a two hour brainstorming session scheduled for December 7th. The bulk of the model will be envisioned by the conclusion of that meeting, with revisions occurring iteratively over the following four weeks. The model will be presented in the January 11th final report out.

Challenges:

The current committee is knowledgeable, experienced, resourceful, and committed to our task. There are no significant challenges foreseen at this point.

2016 Strategic Plan Key Question Committee – Progress Report

Question: How do we embrace Inclusive Excellence as a distinguishing strength?

Members:

Nolan Davis (Chair)

Special Assistant to the Provost for Inclusive Excellence
Office of the President and Provost
(812) 237-3829
Nolan.Davis@indstate.edu

Loren Baran

Undergraduate Student
President
Residence Hall Association
(317) 508-5335
lbaran@sycamores.indstate.edu

Tim Boileau

New Media and Learning
Faculty – Education Technology
Department of Teaching and Learning
Bayh College of Education
(812) 870-1328
Timothy.Boileau@indstate.edu

Ann Chirhart

Professor
Department of History
Affiliated Faculty, African and African American Studies
812-237-2723
Ann.Chirhart@indstate.edu

Paul DuongTran

Professor of Social Work
Affiliate Faculty, International Studies
PI, Rural Social Work SBIRT Project
Department of Social Work
College of Health and Human Service
(812) 237-3428
Paul.Duongtran@indstate.edu

Khari Jones

Undergraduate Student
Membership Chair, Trendsetters
Secretary, Lights Camera Fashion Organization
ISUcced Undergraduate Mentor
(708) 238-3485
kjones138@sycamores.indstate.edu

Zachariah Mathew

Associate Director for International Affairs
Center for Global Engagement
(812) 237-2439
Zachariah.Mathew@indstate.edu

Alexa Mayer

Undergraduate Student
President
Spectrum/Advocates for Equality
Organizer of a new Jewish students association
(847) 804 - 4229
amayer5@sycamores.indstate.edu

Christopher Olsen

Professor and Chair
Department of History
Affiliated Faculty, African and African American Studies
(812) 237-2710
Christopher.Olsen@indstate.edu

Theresa Ortega

Administrative Assistant III
Recreational Sports
Advisor, Hispanic Students Association
(812) 237-8096
Theresa.Ortega@indstate.edu

Aroua Smati

Graduate Student
Graduate Assistant for English as a Second Language
Department of Languages, Literatures, and Linguistics
(215) 300-5114
asmati@indstate.edu

Background:

Indiana State University has been committed to a diverse student body since its founding 150 years ago. More recently, the University has taken a number of steps to increase its diversity with faculty and staff and to broaden the range of student diversity. These steps have included expanding the communities within which we have ongoing student recruitment efforts to organizing a faculty diversity initiative. The university also made major steps in creating a council on diversity and the creation of a university diversity officer.

Choosing this Key Question represents a renewed commitment and heightened focus on moving forward on topics of equity, diversity, and inclusion.

Work completed:

1. The committee meets each week for one hour since September 29th.
2. Meetings focus on past and current issues of equity, diversity, and inclusion from the perspectives of members, advocacy groups, and other members of the ISU community.
3. The chair has reviewed reports from previous efforts from the Council on Diversity, Faculty Diversity Initiative, and Strategic Plan Initiative Committees.
4. The chair has also held meeting with senior university staff members, academic administrators, and advocacy groups.
5. The committee members have reviewed the diversity plans of several other universities, including Ball State University, Eastern Illinois University, Illinois State University, IU-Bloomington, IUPUI - Indiana University Purdue University of Indianapolis, Purdue University, Southern Illinois University Edwardsville, University of Illinois - Urbana-Champaign, and University of Louisville.
6. The Chair and members have reviewed the recommendations from national organizations including the National Association of Diversity Officers in Higher Education (NADOHE) and Campus Pride.
7. The committee has worked to develop a comprehensive definition of diversity for use by the university.
8. The committee held a special two-hour session to review the updated list of concerns and suggestions from the #FreeISU movement on campus. The review consisted of an initial discussion to begin to understanding the proposals and potential for adoption. Along with other ideas, each proposal will all be considered for possible inclusion.
9. The committee has identified four key themes to organize our work: Enhance diversity, support diversity, promote inclusion, and ensure equity and progress. We have also identified five key populations with in the greater ISU community for participation and support in their own roles: Student, faculty, staff, senior administrators, and the extended community.

10. The committee contacted and has a liaison relationship with the committee on faculty hiring and retention.

Work planned:

1. The committee chair will continue to meet with key offices like to be involved in implementation.
2. The chair will also meet with members of faculty governance groups.
3. The committee members in teams will organize in-person visits or phone conference meetings with offices on other campuses that seem to have substantial success on diversity.
4. The committee will begin reviewing its discussed items and items from other sources to begin to finalize a report.

Challenges:

The timeline is short (and for good reason). However, it prevents the total time desired to educate ourselves on the relevant topics and options for response by the university. The report will be a comprehensive way forward following best practices with a record of accomplishment on campuses similar to ISU. It will not include exploratory options that may be new or suggest potential pilot programs. Such discussion must be held for future committees.

2016 Strategic Plan Key Question Committee – Progress Report

Question(s): *What are our programs of distinction and how do we make them stronger and recognized externally to raise the overall awareness of the academic excellence of ISU?*

Members (* = committee chair):

- Tonya Balch, Associate Professor, Bayh College of Education
- ***Greg Bierly**, Executive Director, University Honors Program and Professor, College of Arts and Sciences
- Bram Blackwell, student, Scott College of Business
- Emily Cannon, Instructor, Baccalaureate Nursing, College of Health and Human Services
- Jordan Gillenwater, student, College of Arts and Sciences
- Matt Hetzel, Assistant Director, Career Center
- Connie McLaren, Professor, Scott College of Business
- ***Santhana Naidu**, Associate Vice President for Communication and Marketing, Enrollment Management, Communication and Marketing
- Andrew Payne, Chair and Associate Professor, College of Technology
- Kris Rogers, Marketing Director, Communication and Marketing
- Dawn Underwood, Associated Dean for Sponsored Programs, College of Graduate and Professional Studies
- Sarah Wurtz, Director, Office of Scholarships

Background:

As a component of its two most recent strategic plans, Indiana State University has attempted to provide attention and resources to enhance programs of excellence and potential excellence. Over a decade ago, the *Pathways to Preeminence* (President L. Benjamin) plan challenged the campus community to, among other goals, identify and support *programs of distinction and promise*, with the reasoning that a targeted investment in selected programs would generate an especially large return in recruitment, retention and completion prowess for the University, and would promote and stimulate institutional excellence in the areas of scholarship and funding. Programs were selected by the planning committee and administrators and evaluated through an annual review framework. The context for this effort was the development of two other key pillars of university emphasis (each represented by major strategic initiatives, experiential learning and community engagement. In 2009, with the university's focus and reputation in these areas established, the Unbounded Possibilities (UP) initiative emerged from the *Pathway to Success* (President D. Bradley) strategic plan. Although the initial "emphasis on programs" aspect of what was to become UP in the *Pathway to Success* plan was similar to its predecessor, this initiative identified, through a competitive proposal process, programs that emphasized innovation, collaboration (across defined program and academic unit boundaries), and adherence

to the engagement identity of the institution, as well as economic development in Terre Haute and the region. Continuing support was provided to these programs on the basis of their success in achieving proposed goals, and well as their ability to become self-sustaining through benefit to the university.

In the context of these previous initiatives and their plans, both of which identified a series of programs (or elicited the creation of programs), and the environment of national recognition and achieved excellence in community engagement, our committee has been charged reexamine the question of which programs are distinctive at Indiana State, and to propose strategies for marketing and enhancing them.

Work completed:

The committee met four times during the fall semester, and conducted additional business by email correspondence. We identified two key challenges related to the charge: 1) How should a distinctive program be defined. (i.e., what constitutes “distinctiveness”), and 2) Which criteria should be used to assess and compare programs.

The committee considered multiple types of distinction or excellence, namely: 1) programs of traditional reputation, excellence and success, with validation in the form of history, awards and positioning as a known “destination” for prospective majors; 2) programs that have demonstrated exceptional strength in scholarship and/or student success, and 3) programs that have a large potential for future success on the basis of disciplinary position, the job market and student demand. Further, the committee decided that certain “bundles” of programs would be suitable for marketing, across disciplinary lines, but within certain core themes, such as community engagement.

Criteria: The committee assembled a robust set of criteria for describing programs. Variables and dimensions include:

- Academic program – The program must exist as, or be a component of, a major, minor, certification or degree emphasis (undergraduate or graduate).
- Capacity – Does the program have the capacity for increased enrollment or marketing attention? Would the program’s capacity be increased or improved with additional resources and marketing?
- Marketability – What are the prospects for successfully presenting this program through a marketing campaign? Does the program hold any particular visual or narrative advantage as a marketing subject? Is the program an area of keen student interest as shown by enrollment size, inquiries or survey results?
- Uniqueness – How unique is the program in the context of regional or state competitor institutions? Does the program address an unusual or cutting edge niche area?

- National accreditation and awards – Is the program distinguished or externally validated through accreditation or other review? Has the program been recognized with external awards?
- Placement – Does the program have documentable success placing students in professional positions, graduate/professional school, or high level internships or practicum?
- Retention and graduation rate – Does the program successfully retain and graduate students (a program lacking in this area may be disqualified from consideration).
- Contribution to the discipline/industry – Does the program demonstrably strengthen the workforce by addressing a particular need or producing highly skilled, sought after graduates? Does the program produce exceptional research as shown by publication and funding?

All programs selected must satisfy the following:

- Provide strong experiential learning opportunities
- Place students in research and practical settings, preferably alongside faculty

After initial conversations within the committee, the co-chairs met with the deans of each academic college to discuss the charges and the proposed criteria, and to pose questions about specific programs in light of strategic direction within the college. The committee used its criteria and these conversations to compose an initial “long list” of programs.

Work planned:

- Refinement of the longer list of programs toward a final list for recommendation. Initial data have been gathered by committee members to complete this task.
- Development of a proposed marketing strategy for promoting these programs.
- Suggestions for program enhancement where targeted resources could significantly alter a program’s ability to deliver content or expand its constituency or influence.

Challenges:

The central challenge faced in the initial phase by the committee was how to best determine the nature of distinctiveness, and how to balance existing strength and potential (and the fact that all campus members are highly supportive of their respective programs). Once programs have been identified, the challenge will shift to determination of effective communication and marketing strategies.

2016 Strategic Plan Key Question Committee – Progress Report

“What are the major goals of local, regional and state economic development organizations and how could ISU’s programs and activities be better aligned with them?”

Members: Daniel Pigg, John Conant, Alister McLeod, Courtney Richey, Alina Waite, Robert Guell, Austin Wesolowski, Joshua Gregory, Greg Goode, Lauren England, Bruce Williams, Tamara Skinner

Background:

There is a collective set of goals shared by local, regional and state economic development organizations. Strategic initiatives across all organizations focus on the quality of life strategies, talent development, and retention, job creation, enhancing community image, innovation and the creation of an entrepreneurial landscape, and fostering greater collaboration between public and private entities.

Indiana State University continues to have a major economic impact on both the region and the state. Additionally, it can be argued that the University is the largest economic contributor to one of the most economically troubled metro areas in the state, Terre Haute.

Indiana State University has provided financial support and student support services for several local economic development initiatives, including:

- Downtown Terre Haute revitalization
- Arts Illiana/Art Spaces community beautification projects
- “Turn to the River”
- The Innovation Alliance
- Rural-Urban Entrepreneurship Development Institute
- Institute for Community Sustainability
- Business Engagement Center
- Rural Health Innovation Corridor

A recent trend has emerged that emphasizes a regionalized approach to economic development. This trend spawned the creation of several regional economic development organizations, including Accelerate West Central Indiana. The regional emphasis has also created state-backed regional economic development initiatives such as Regional Cities. It appears that Indiana State University has taken a leading role in the current economic initiatives within our region.

The Question Committee is fortunate to have a tremendous amount of economic data made available through statewide collaborative efforts. The Committee will perform a broad review of the available data to identify and build on the current and emerging economic strengths of our region. Ultimately, we will be looking for additional opportunities to better align Indiana State University with the economic strengths of our region and the short and long term goals of the identified economic development organizations.

Work completed:

Work completed thus far includes the Committee having met on October 15 and October 29, 2015, and November 12, 2015. The Committee has created a comprehensive list of local, regional, and state economic development organizations. After the short and long term goals of each organization were identified, a review revealed the commonalities of each organization. The Committee has also begun identifying what additional collaboration efforts exist on our campus and within the community. A large amount of background material, as well as local, regional, and state economic development data and articles, has been compiled on a Dropbox site.

Work planned:

With regard to work that is planned, the Committee will be completing the following tasks:

- Additional research to detail what the campus as a whole has done to collaborate with the identified local, regional, and state economic development organizations.
- Discussion on the development of additional partnerships and our current alignment.
- Research current corporate opportunities to leverage teaching and research in distinguished programs in unmanned systems, insurance and risk management, built environment, and health services.
- An outline explaining how other institutions align with local, regional, and statewide economic development organizations?
- Answering the question, “How can we better align current curricular programs with projections of the labor force in the state (i.e. the list of top forecasted growth occupations)”?

The Committee has not encountered any challenges. We will work toward a concise statement of our work and findings and several recommended actions.

2016 Strategic Plan Key Question Committee – Progress Report

Question(s): Area 3 Distinctiveness; Question 6; Studying what other institutions are doing in their “positioning” and marketing efforts (particularly our peers and competitors), what can we do to raise our regional, state and national profile?

Members: Shanita Davidson, Robert Harpool, **Cinda May**, Heather Miklozek, Santhana Naidu, Brien Smith, **Dale Varble**, and Charlie Williams.

Background:

Use this section to discuss what has happened historically in this area. This could be happenings, situations, or the environment at our institution, perhaps regionally or national, and what the institution has done or not done in this area. This section does not need to be more than a page.

From the committee’s search of available information, positioning is a relative recent inclusion in the strategic plans. The first efforts at positioning the university appear to be the “More from Day One” campaign that started +/- ten years ago. The current campaign, “More to Blue” emphasizes awareness rather than positioning.

Work completed:

The first committee meeting focused on “operationalizing” terms; positioning, peers and competitive institutions, and identifying the groups where the positioning occurs.

A list of peer institutions was identified previously at ISU. The list is attached with a second list of their website URL. After some discussion the list was accepted as a base for gathering data. Peer institutions and competitive institutions may or may not be one and the same and may differ depending on the group where the positioning occurs. Committee members identified the following as priority groups, in order; potential and current students, influentials (state government officials and other government officials), faculty, employers, alums, parents, contributors, and community at-large.

Later committee meetings focused on refining the operational terms and gathering information.

Information gathered includes the following: 1. students; <http://.heri.ucla.edu/press.php> <http://www.heri.ucla.edu/news.php> <http://www.heri.ucla.edu/> and a survey completed by a research firm for ISU 2015.

2. Online ISU students; OnlineCollegeStudentSurvey2015_learningHouse 3. Employers; Career Center databases on employer contacts via career fair, interviewing on campus, field trips and other employer contacts; and IN Employment forecasts web links

Other websites located and having potential for information include: <http://nces.ed.gov/surveys/> and <http://colleges.startclass.com> .

Work planned:

The committee will analyze the collected information and data to determine the positioning variables as they relate to ISU students, influencers, faculty, staff, and employers groups. This analysis will provide the basis for the comparison of ISU with the data gathered from the review of these variables at peer institutions on state, regional and national levels.

To collect the marketing and positioning data of ISU's peer institutions, the committee will divide the list of peer institutions and each member will review the websites, strategic plans, and promotional materials disseminated by the institutions assigned to him/her. Overall, the committee member will seek to ascertain the messaging used by each institution to attract students and support from various stakeholders. This positioning or marketing will be analyzed for its effectiveness and subsequently compared to the current campaigns underway at ISU. Recommendations will be drawn from this comparison.

Challenges:

Discuss any challenges your committee is having here, particularly if you require some guidance or outside assistance.

Historical information on positioning of Indiana State University as part of a strategic plan is an area the committee could use some help.

The time required to analyze and compare the marketing strategies of ISU's peer institutions.

Indiana State University Peer Institutions

Bowling Green State

Cleveland State

East Tennessee State

Idaho State

Indiana University of Pennsylvania

Middle Tennessee State

South Dakota State

Tennessee State

Texas Woman's University

Akron

Arkansas at Little Rock

Missouri-Kansas City

Missouri-St Louis

New Orleans

North Carolina at Greensboro

South Alabama

South Dakota

Wichita State

Wright State

Peer Institution's Websites

Bowling Green State University

<http://www.bgsu.edu/about/honors-and-awards.html>

Cleveland State University

<http://www.csuohio.edu/president/president>

EAST TENNESSEE STATE UNIVERSITY

<http://www.etsu.edu/etsuhome/discover.aspx>

IDAHO STATE UNIVERSITY

<http://www.isu.edu/aboutisu.shtml>

INDIANA UNIVERSITY OF PENNSYLVANIA-MAIN CAMPUS

<http://www.iup.edu/about/iup/pride/>

MIDDLE TENNESSEE STATE UNIVERSITY

<http://www.mtsu.edu/about/index.php>

SOUTH DAKOTA STATE UNIVERSITY

<https://www.sdstate.edu/about/facts/index.cfm>

Tennessee State University

I not sure about this one - http://www.tnstate.edu/about_tsu/fast_facts.aspx

TEXAS WOMEN'S UNIVERSITY- I could not find similar for this one.

UNIVERSITY OF AKRON MAIN CAMPUS

https://www.uakron.edu/about_ua/quick_facts.dot

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

<http://ualr.edu/about/>

UNIVERSITY OF MISSOURI- KANSAS CITY

<http://www.umkc.edu/aboutumkc/>

UNIVERSITY OF MISSOURI- St.Louis

<http://www.umsl.edu/admissions/profile.html>

UNIVERSITY OF NEW ORLEANS

<http://www.uno.edu/about/at-a-glance.aspx>

UNIVERSITY OF NORTH CAROLINA at GREENSBORO

<http://admissions.uncg.edu/discover-about.php>

UNIVERSITY OF SOUTH ALABAMA

<http://southalabama.edu/aboutusa/index.html>

UNIVERSITY OF SOUTH DAKOTA

<http://www.usd.edu/about-usd/recognition-and-rankings>

<http://www.usd.edu/about-usd/usd-at-a-glance>

WICHITA STATE UNIVERSITY- some pages on web are not functional

WRIGHT STATE UNIVERSITY- MAIN CAMPUS

<http://www.wright.edu/about/national-recognition>