Indiana State University
Report to the
Higher Learning Commission of the North Central Association

Campus-Wide Draft #1
Chapter 1

Introduction

Indiana State University has a long and storied history. The institution was chartered as the Indiana State Normal School on December 20, 1865 by the Legislature of the State of Indiana. With educator preparation as its original mission, it awarded its first baccalaureate degrees in 1908. As its mission expanded, it conferred its first master’s degrees in 1928 and its first Doctor of Philosophy degrees in 1968.

Indiana State University is located just north of Terre Haute’s downtown on over 200 well-manicured acres of abundant trees and green spaces. As a result of a thirty year effort to beautify the surroundings, the campus is now mostly pedestrian. Parking is almost exclusively on the exterior of campus with classrooms and office buildings accessible by cobbled brick paths and bike lanes. The city itself, home to nearly 60,000 residents, is located in Vigo County on the east bank of the Wabash River in west-central Indiana. The community boasts a professional symphony orchestra, an arts corridor, two major hospital complexes and major employers such as Sony DADC and Bemis Polyethylene Packaging.

ISU is governed by a nine-member Board of Trustees that is appointed by the Governor of the State of Indiana. Two members are nominated by the University’s Alumni Association; and one of the nine, a student member, is appointed by the Governor from nominations submitted by the Student Government Association.

The University is administered by a president, who reports to the Board of Trustees as the University’s chief executive officer. The campus is organized into four broad operations areas: academic affairs; business and finance; enrollment management, marketing, and communications; and student affairs. Each area is headed by a vice president who reports directly to the president.

ISU has six academic, degree-offering divisions, each headed by a dean who reports to the Provost and Vice President for Academic Affairs. The divisions include the Colleges of Arts and Sciences; Business; Education; Nursing, Health, and Human Services; and Technology; and Graduate and Professional Studies. The University’s librarians have faculty status and are, therefore, headed by a Dean.

The University is supported by the Indiana State University Foundation whose mission is to provide financial, physical, and administrative support to the University with its sole function being to promote the welfare of the University. Though the Foundation has a separate Board of Directors from those of the University, the University President and the President of the University Board of Trustees serve as ex-officio members to ensure that the interests of the University and the Foundation are congruent.

In late 2006, ISU was named by the Carnegie Foundation for the Advancement of Teaching to a new classification of colleges and universities that focuses on community engagement. In the first round of such classifications, the University was one of only two institutions in Indiana, and
only 62 in the nation, named as a new *Curricular Engagement and Outreach & Partnerships* institution that recognizes substantial commitments to both an academic approach to mutually beneficial and respectful community collaboration and extensive outreach and partnerships.

ISU is accredited by the Higher Learning Commission of the North Central Association, which last visited in 2000. The University has been continuously reaccredited by the Commission since 1915.
NCA Process

The 2010 self study and site visit has been on the minds of many Indiana State University faculty and staff since shortly after the 2000 review team departed. That review team had challenged the University to accomplish two significant tasks during the decade that followed: to establish a distinctive identity and to reduce its program portfolio. The former challenge was the highest priority for the incoming President, Lloyd Benjamin while the latter was one of newly appointed Provost Steven Pontius’ highest priorities. Over the decade, the increasing importance of student outcomes assessment in Higher Learning Commission reviews and the University’s struggles with the subject also weighed on administrative decisions. With the promises made to the 2000 review team and to ourselves in that report, the 2010 review was an ever-present motivation to push forward. By the end of the review period, significant progress had been made on all three areas of concern; so much so, that by 2008, when it became time to prepare for the actual review, it was simply time to tell our story. The University had chosen a strategic direction, made significant progress on its program portfolio, and had identified and begun to rectify weaknesses in student outcome assessment. Because the University experienced a Presidential change in August 2008, and because the incoming President wished to initiate a strategic planning process to plot a path to make operational the newly agreed upon mission, a request to delay the site visit was submitted to the Higher Learning Commission. In fall 2008, that request was granted and the review was scheduled for the fall of 2010.

The formal work of preparing for the site visit began during the fall 2007 semester, with the naming of Provost Maynard and then Faculty Senate Chairperson Virgil Sheets as the Co-Chairs of the process, Dr. Kevin Snider was named as the Steering Committee Chairperson and Associate Vice President Karen Schmid was named as the liaison to the Higher Learning Commission. Shortly thereafter a steering committee of 19 was established to oversee the process with the ten co-chairs of the five criterion committees, and including representatives of the student body, the Faculty Senate, the Support Staff Council, and the Graduate School. Each criterion committee was composed of 10 to 14 members. In early 2008 the committee co-chairs agreed with a recommendation of the President and Dr. Snider to pursue a special emphasis self study in Community Engagement and Experiential Learning. With the formation of the Special Emphasis committee involving nine more members, the total number of people directly involved in the process via membership on a committee totaled 67.

The first task of the criterion committees was to summarize how the University had responded to the 2000 report and to identify data sources and pieces of evidence that they would need in the coming months to draft their portion of the report. In early 2008 each criterion committee submitted its phase-one report.

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2 Broken Link in Datapack


4 [http://www1.indstate.edu/academicaffairs/program_prioritization/final_prioritization_report.pdf](http://www1.indstate.edu/academicaffairs/program_prioritization/final_prioritization_report.pdf)
By late spring 2008, Dr. Snider accepted the Chancellor’s position at Penn State-New Kensington, and Dr. Schmid took a position at Purdue-North Central, and in late summer, President Benjamin was replaced by President Bradley. One of President Benjamin’s last decisions was to appoint Dr. Susan Powers (Associate Dean in the College of Education) and Dr. Nancy Rogers (then Director of the Center for Public Service and Community Engagement) as Steering Committee co-chairs.

As President Bradley began his service in August 2008, he decided to request a delay of the site visit so as to allow time for a comprehensive academic and facility planning exercise that would enable the University to effectively make operational the new mission. In addition, he appointed Dr. Ed Kinley (Associate Vice President and Chief Information Officer) as the liaison to the Higher Learning Commission. As the summer of 2008 came to a close, Dr. Robert Guell (Professor of Economics) was named Faculty Fellow and he was charged with bringing together the various reports from the committees into one coherent document.

In spring 2009 the committee co-chairs worked with their respective committees to draft annotated bullets of information that the committees wanted Dr. Guell to emphasize in the draft of the criterion reports. Dr. Guell submitted drafts to each co-chair during the early summer of 2009. After incorporating their comments, he submitted the first draft of the introductory chapter, the five criterion reports, and the Federal Compliance chapter in late July 2009. This draft was reviewed by the Steering Committee. Comments from that draft were then submitted to the entire University’s administrative staff on August 14, 2009. With those comments analyzed by Drs. Kinley, Powers and Rogers, Dr. Guell was charged with implementing the revision requests so as to create the first draft that the entire University would review. This latter review began in early November 2009.

The Special Emphasis portion was drafted in the fall 2009 semester from another set of annotated bullets written by that committee. The Special Emphasis committee was made up of {… Special Emphasis portion will be written in late Fall 2009 and submitted to campus in the early Spring 2010 timeframe.}
Ten Years of Progress: ISU Since the Last Review

This review period saw more progress on long-standing issues than any in Indiana State University history. The decade began with the University working to develop a strategy that would set it apart from other public institutions in the state and region while working to reduce a program portfolio that was acknowledged by everyone as being too burdensome to maintain. It also began with new administrative leadership that established an aggressive goal of positioning ISU as the “Best University of its Kind in the Midwest.” Those long-standing issues and the alternative solutions to them understandably resulted in policy disagreements between the faculty and administration. At the same time, the process set the stage for progress, and in retrospect, broad agreement on the strategic direction of the University. The decade ended with a change in presidential leadership for an institution that had tackled many of the significant issues threatening its future. The decade from 2000 to 2010, though at times tumultuous, was remarkably productive and resulted in an institution that is much better positioned for the future.

In July of 2000, Lloyd W. Benjamin was named the University’s tenth President. He served in that role for eight years. In 2000, Richard Wells, who served as the University’s first Provost left ISU to accept the position of Chancellor of the University of Wisconsin-Oshkosh, and David Hopkins was named Interim Provost. Within a year, Steven Pontius was named Provost and Vice President for Academic Affairs, Thomas Ramey was named Vice President for Student Affairs, and Gregg Floyd was named Vice President for Business Affairs. In his first year as President, Dr. Benjamin worked to develop relationships with the institutions internal and external constituents. In September 2001, outlined a vision for the University which was focused on the goal for the University to be recognized as the “Best University of its Kind in the Midwest.” After the goal was stated, a series of immediate actions designed to address the University’s most significant challenges were undertaken.

As the nearby enrollment graphs show, Indiana State University faced significant enrollment pressure throughout the review period. The Ivy Tech Community College system enrollments and enrollments at Ivy Tech-Wabash Valley campus grew by more than fifty percent during the decade. This followed a sixty percent increase in Ivy Tech enrollment during the previous decade. Combined with enrollment growth on the regional campuses of Purdue and Indiana Universities and the Vincennes University move to include 4-year programs, competition for students in Indiana has been substantial.

This enrollment pressure has long been anticipated. Though ISU’s tuition and fees were and are significantly below those at other Indiana research universities, it was and remains more than twice that at Ivy Tech. Early in President Benjamin’s tenure, he noted that with both institutions sharing an access and opportunity mission, and with ISU’s student cost being much higher, ISU had to define a different market segment by developing a distinctive brand identity. Refining and communicating that brand identity became a significant priority and focus of the institution.
During the first eighteen months of his tenure as Provost, Dr. Pontius’s attention was focused on long-standing and neglected operational challenges, specifically the NCA 2000\(^7\) report’s call for a reduction in the portfolio of programs. The Provost actively pursued the program portfolio issue by establishing a Program Array Review (PAR) process to eliminate low-enrolled programs. At the same time he directed Deans and Department Chairpersons to review sabbatical leave standards. In addition, he engaged in a review of student credit hour production. During this period he also named Deans in Arts and Sciences, Education, Graduate Studies, and Nursing.

The pace of change created a level of tension between the Faculty Senate and the administration. In October 2002, the Faculty Senate voted\(^8\) to declare a “lack of confidence” in the President and Provost. Tensions rose further in spring 2003 as the PAR process culminated with recommendations that several programs be eliminated, while at the same time the Provost recommended approval for a reduced number of sabbaticals. While the faculty of some affected programs agreed with the Provost’s recommendation, the represented programs were, by and large, already eliminated due to lack of faculty. The faculty of other affected programs appealed to the President and during the summer of 2003, the President suspended action for three years on the Provost’s recommendation for these programs. In August 2003, the President replaced Dr. Pontius with Jack Maynard (the then Dean of the College of Education) naming him Interim Provost. In July 2004, following a national search, Dr. Maynard was named Provost.

The effort to establish a distinctive identity for the University was supported through the award of a grant from the Lilly Endowment. These funds allowed for the expansion of the scope and mission of the Center for Public Service and Community Engagement\(^9\), the Programs of Distinction\(^{10}\) process, and the Promising Scholars Program\(^{11}\). The 2004 *Path to Preeminence: Fulfilling the Promise*\(^{12}\) planning document laid out the basis for that desired strategic direction. That document envisioned the University’s shift from an access mission and toward a mission focused on experiential learning and community engagement. The result was a significant

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5 http://www.ivytech.edu/institutional-research/Enrollment/Academic.html  
6 http://irt2.indstate.edu/home/stats/stats.htm#roll  
8 http://www.indstate.edu/facsenate/minabyoct_24.htm  
9 http://www.indstate.edu/publicservice/  
10 http://www.indstate.edu/academicaffairs/distinctive_programs.htm  
11 http://www.indstate.edu/academicaffairs/promising_scholars.htm  
change in the use of scholarship funds to focus on high-ability, high-achieving students. The Student Government Association and Faculty Senate supported an administrative recommendation that all new students, beginning with the 2007 freshman class, be required to purchase a laptop as a condition of enrollment. At the same time a laptop scholarship program was initiated. The program now provides free laptops to students who apply for admission prior to December 1, achieve a 3.0 high school GPA, and earn a college-preparatory high school diploma. Combined with a similarly-timed $20 million grant from the Lilly Endowment to establish the Networks Financial Institute within ISU’s College of Business, a period of relative stability and progress ensued.

Because the issue of program portfolio remained unresolved, Provost Maynard sought a faculty driven process that would generate the necessary faculty buy-in to be successful. With the Lilly Endowment funds available for Programs of Distinction, an ambitious Program Prioritization process was developed that simultaneously evaluated all programs using a scale from weak and in need of elimination to excellent and candidates for further support. This process, unlike its predecessor, was embraced by faculty and resulted in a significant reduction in ISU’s program portfolio.

As the change in strategic direction began to unfold, enrollment declines pushed ISU below the state established floor to maintain ISU’s classification as a stable-enrollment campus. As a result the budgets of the University came under strict scrutiny and forced some hard decisions. The enrollment shift, though anticipated as a result of higher admission standards relating to the mission change, was unacceptable and a matter of significant concern for the Board of Trustees. In response, the President proposed two actions: one budgetary and one related to administrative organization. To address the tightening budget, salary actions for all university personnel were placed on hold. To address enrollment and retention, all duties associated with enrollment management, marketing, and communication were consolidated under a new vice president. In May 2006, and in light of the salary freeze and other tensions, there was a nearly unanimous vote of no confidence in President Benjamin by the Faculty Senate. During 2006-07, through the patient and cooperative efforts of the Vice Presidents and the Faculty Senate, significant progress was made on a wide range of institutional issues, from Program Prioritization to discussions surrounding the possible merger of the Colleges of Nursing and Health and Human Services into a new college.

During the waning days of the 2005-2006 academic year, the University Foundation restructured itself to become more independent of the University with the University President becoming an ex-officio of the Foundation Board rather than its Board President. The new structure was believed to be necessary to facilitate a capital campaign.

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13 Broken link to report
14 http://www1.indstate.edu/scholarships/freshman/laptop.htm
15 http://www.indstate.edu/business/centers/networks.htm
16 http://www.indstate.edu/academicaffairs/program_prioritization.htm
17 http://www.indstate.edu/facsenate/fac_sen_miutes_2005_06_May4th.htm
18 http://www.indstate.edu/nhhs/
As the 2006-2007 academic year drew to a close, when President Benjamin’s contract came up for renewal, the President and the Board of Trustees could not agree on renewal terms. The President announced he would seek other opportunities when his contract expired in June 2008.

Despite the tension between President Benjamin and the Faculty Senate that was prevalent during this time, the campus community was able focus its attention on the creation of the new mission. Even as the search process for the new President was being conducted, the University coalesced around “Community Engagement and Experiential Learning” as the heart of a revised mission. In early 2008, the Board of Trustees, with broad campus involvement and support, formally adopted the new mission and values statement. At the same time, the Board of Trustees strengthened its support for community engagement and experiential learning by seeking a Special Emphasis review by the Higher Learning Commission of the North Central Association and by incorporating the new strategic direction as a core requirement in the presidential search. The commitment to “Community Engagement and Experiential Learning” was stated expectation for presidential candidates.

Dr. Benjamin and Provost Maynard also sought to solidify the new mission within the curriculum and asked the Faculty Senate to look at the General Education program to see if there were changes that could be made that would make for a more coherent, efficient, and transfer-conscious academic program that included elements of community engagement and experiential learning. The discussions lasted twenty months and resulted in a new Foundational Studies Program that began with the Fall 2010 term.

The faculty and administration also completed work on the new College of Nursing, Health and Human Services during the 2007-2008 academic year. A year later, its first Dean, Richard “Biff” Williams was named.

In June 2008, after a national search, President Daniel J. Bradley was named the 11th President of Indiana State University. At the end of that month, Lloyd W. Benjamin formally stepped down as President of Indiana State University and Provost Maynard served as Interim President for the month of July 2008. During that month he replaced Vice President for Business Affairs Gregg Floyd with then Associate Vice President Diann McKee. This interim appointment was made permanent by President Bradley in the fall of 2008.

In fall 2008, as President Bradley began his term as President, he publicly embraced the institution’s strategy and initiated actions to implement the new mission. He engaged two consulting firms, STRATUS and Ratio Architects, to assist the campus with developing strategic programmatic and facility use plans designed to bring the new mission to fruition. During the 2008-2009 academic year hundreds of university faculty students and staff labored to produce what ultimately became, in October 2009, “The Pathway to Success” strategic plan. It outlined six goals with 29 initiatives to support those goals, and key benchmarks so that the campus can assess the progress of those initiatives. To provide leadership in the creation of an assessment

19 http://www.indstate.edu/trustees/docs/2008FebBoardMinutes.pdf
21 http://www1.indstate.edu/strategic_plan/
plan for the Strategic Plan, Karl Burgher was named Executive Assistant to the President for Strategic Planning and Director of Institutional Research.

Though begun three years earlier under the Presidency of Lloyd Benjamin, the University and its Foundation went public with its first capital campaign: March On!22 Expected to raise $85 million, by October 2009, it had raised approximately $45 million of the goal during its silent phase. This included the single largest donation ever received by the University from an individual and was earmarked for the renovation of the Federal Building so that it could become home to the College of Business. In recognition of this the College of Business was renamed in honor of the donor as the Donald W. Scott College of Business.

Other significant progress was made during the early portion of President Bradley’s presidency, as a two new Associate Vice Presidents were named: Nancy Rogers became the Associate Vice President for Engagement and Jennifer Boothby became the Associate Vice President for Student Success. Two new university-wide Councils were created by the Board of Trustees to bring new ideas to the ongoing challenges of assessment and student success. In recognition of the need to highlight and give priority to distance education and extended learning, a new position was created with _____ taking on that role. {clarity to this sentence will be added as more is known}

An important outgrowth of the new College of Nursing, Health and Human Services was also announced during this time as the Rural Health Innovation Collaborative was formed in December 2008. Union Hospital and its Lugar Center for Rural Health, Indiana University School of Medicine-Terre Haute, Indiana State University, Ivy Tech Community College, the Terre Haute Economic Development Corporation and the City of Terre Haute joined forces to develop a program to create more health care training and job opportunities in the community.

[22 http://www.indstatefoundation.org/]
Comments on NCA 2000 Report

In 2000, the NCA evaluation team enumerated eight significant strengths of Indiana State University and one challenge.\(^2\) During the first decade of the 21st century ISU has built on many of the strengths and aggressively addressed the one challenge. The University was praised for the quality, inclusiveness, and experimental nature of its self-study, the student-centeredness of its faculty, the commitment of the faculty and administration to work beyond the campus, the integration of Information Technology across campus, the attractiveness of the physical campus, the success in garnering outside resources, and the visionary leadership of its then President. The one challenge noted, that of resource allocations and low-enrolled programs, had been noted in two previous reports.\(^2\)

Indiana State University was praised in the 2000 report for its willingness to engage in a targeted and innovative self-study process, and this pattern repeated itself throughout the decade. Not only does the current self study have a special emphasis focus on Community Engagement and Experiential Learning, the campus engaged in other targeted self studies as well. In 2005, the campus participated in the Foundations of Excellence® process through the Policy Center on the First Year in College.\(^2\) This year-long self-study process produced a number of recommendations that continue to be implemented to improve the success of first year students at ISU.\(^2\) A year later, the Vice President for Student Affairs initiated a unit assessment system under the direction of a newly named Assistant to the Vice President for Research and Assessment. This internal self-study evaluated all Student Affairs activities and included faculty and staff from outside the unit.\(^2\)

The trends in the University’s faculty have followed the national trends as a growing proportion of courses are taught by non-tenure-track faculty.\(^2\) Despite this and despite a growing average class size, the University continues to take pride in the student-centered nature of all of its faculty. Several college rating agencies make this point using student comments that praise faculty connections to students.

\(^{25}\) [http://fyfoundations.org/](http://fyfoundations.org/)
\(^{28}\) Since 1995, the total number of full-time-equivalent instructors has decreased slightly faster than overall enrollment, while the number of tenured and tenure-track faculty has decreased twenty-four percent and the number of non-tenure track faculty has increased nearly three fold.
The special emphasis of this self-study clearly articulates the degree to which the campus and the community work together and rely on one another to progress. For the programs of the Center for Public Service and Community Engagement\(^29\) to integrate academic activities within myriad programs, the University reaches into the community. The community also reaches out to ISU to take advantage of the disciplinary expertise of its faculty, the volunteer spirit of its faculty, staff, and students, and the quality of its facilities. An additional aspect of this willingness to take ISU to its stakeholders, is the increase in distance education offerings, especially in the College of Nursing, Health and Human Services’ nursing programs, the College of Educations’ Education Leadership graduate programs, and the Department of Criminology’s master’s degree program.

The University’s Office of Information Technology continues to be a center for mission-critical activity, with its ubiquitous wireless networks, its faculty leased laptops program and its support for the ISU Laptop initiative\(^30\) whereby all students are required to have laptop computers. In 2005 it also became home to the Center for Instruction, Research and Technology\(^31\), when its own Center for Instructional Research and Technology Services merged with the Center for Teaching and Learning.

Though most of the transformation of the campus from a drab urban campus to a green pedestrian oasis occurred during the 1980s and 1990s, the facilities and grounds of the campus continued to improve during this decade as pieces of art-- notably, significant sculptures were commissioned and placed on the campus. Additionally, a beautified Seventh Street became an arts corridor connecting ISU’s New Theater, Performing Arts building, the Turman Art Gallery, Tirey Hall (the campus performance center) and the city’s Swope Gallery and Museum. In 2009,

\(^{29}\) [http://www.indstate.edu/publicservice/](http://www.indstate.edu/publicservice/)
\(^{30}\) [http://www.indstate.edu/oit1/laptop/](http://www.indstate.edu/oit1/laptop/)
\(^{31}\) [http://www.indstate.edu/cirt/](http://www.indstate.edu/cirt/)
the Multimodal Transportation Facility was opened and a formal and beautiful front door to
campus was established. In 2010, the city’s Children’s Museum opened its new facility half a
block east of the corridor. When combined with the visionary work completed in the previous
two decades, this phase of the transformation of the ISU campus is nearly complete and the
University is ready to begin work on executing its {insert date of Ratio Architect’s plan} Master
Plan

The University continues to garner significant foundation support with $20 million from the
Lilly Endowment to create the Networks Financial Institute, another $3 million in Lilly
Endowment support for the Distinctive Programs Initiative, and the Promising Scholars
Initiative. Combined with the aforementioned donation by Donald Scott to support the Federal
Building’s renovation, a gift by the Gongaware family to support the College of Business’s
highly ranked insurance program, and the Minas’ family gifts in support of the College of
Business’s trading room, the University continues to have success in garnering external support.
The University’s $85 million capital campaign (March On/The Campaign for Indiana State
University) also had considerable success in its “silent” phase. The campaign went public in fall
2009.

As was noted earlier in the “Ten Years of Progress” section of this report, the decade was
noteworthy for the remarkable progress made in the midst of significant headwinds. While the
praise the 2000 NCA committee gave to the University’s leadership and to the faculty for
coolesing behind that leadership was appropriate then, the University accomplished something
much more praiseworthy during this decade. It made significant progress on matters of strategic
importance even while those disagreements were occurring. The University reduced its program
portfolio while coalescing around a strategic direction. The University community is justifiably
proud about the progress made on these strategically vital issues during these challenging times.

The one area of concern expressed in the last review, that of a program portfolio replete with
low-enrolled programs that drained resources from other potential growth areas was ultimately
tackled. The process itself, labeled Program Prioritization, was far more faculty driven than
previous efforts had been and as a result yielded far more substantive and lasting results. The
details of this process can be found in Chapter 3 on Criterion 2.
Chapter Two
Criterion One:
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Introduction
Indiana State University is a state-supported institution committed to providing its students with a quality education. Though the mission of the University has changed over its 145 year history, with eleven Presidents, hundreds of Board of Trustees members, thousands of faculty, and more than quarter of a million students, integrity has been a constant. The University is a shared-governance institution with faculty having primary authority over matters of curriculum, faculty promotion and tenure standards, and student admission and retention standards. The administration has primary responsibility over all financial and employment matters. Faculty, staff and students each have their own, respective, governing bodies. The Faculty Senate was established in 1970 to represent the faculty. Similarly, the Support Staff Council was created in 1955 to provide a means by which the support staff could provide input to the administration and Board of Trustees. The voice of the student body flows through the Student Government Association, a body established in 1962. Each of these bodies has advisory authority across relevant domains.

As with all public universities in Indiana, the University was created by a legislative charter where the ultimate authority of the institution resides with a Governor-appointed Board of Trustees. The primary function of this Board is to appoint the President of the University and to provide oversight to the taxpayers that all actions that take place in the name of the University are appropriate to its mission.

Myriad examples exist to support the assertion that Indiana State University follows the principles of shared governance, but the best one involves the process by which Indiana State University established a revised Mission Statement in 2007-2008. As the administration prepared for this review by the Higher Learning Commission of the North Central Association, it determined that a Special Emphasis review would enable the University to coalesce behind the 2004 Path to Preeminence: Fulfilling the Promise recommendations on community engagement and service learning. The administration took that recommendation to the Faculty Senate, which concurred. The administration took the recommendation to the Board of Trustees and asked that the Board charge the University with revising the Mission Statement. In 2007, the Board agreed. The President appointed a committee to begin work on the self study and a

32 A Faculty Council existed as early as 1957. http://www.indstate.edu/facsenate/
33 The professional staff of the university were provided representation through the Support Staff Council in 2009-2010. http://www.indstate.edu/ssc/
34 http://www.indstate.edu/sga/
subcommittee to work on the revised Mission Statement. The latter committee was composed of
the leadership of the Faculty Senate, the Student Government Association, and the Support Staff
Council, and included a chairperson, a dean, two vice presidents and other members of the
administration. A draft of alternative statements was circulated to all members of the University
community with an invitation to comment. Those comments were collected and a final draft was
submitted to the Faculty Senate, which concurred. President Benjamin made one final
recommendation to the Board on the matter and they approved it in February 2008. In 2009, after
consulting with the Faculty, President Bradley asked the committee that drafted the mission
statement submitted to the campus if they wished to reinstate their original draft, without
President Benjamin’s amendment. In addition, he asked them to draft a Vision Statement and to
work to translate the Values Statement into something somewhat more memorable. In the fall of
2009, this was accomplished and the Mission, Vision, and Values Statements were, again,
endorsed by the Board of Trustees.\footnote{Reference to BoT minutes of October meeting as soon as they are available.}

The resulting mission and value statements are clear and remarkably concise. They were arrived
at through a collaborative and open process that involved faculty, staff, and students. The
statements recognize the centrality of students, the variety of constituencies, and the value of
high standards, integrity and diversity. The statements themselves and the Special Emphasis
nature of the self-study were embraced by students and faculty as an assertive step forward. After
many years of casting about for a distinctive identity, Indiana State University has agreed on one.

Core Component 1A – The organization’s mission documents are clear and
articulate publicly the organization’s commitments.

The mission documents for Indiana State University consist of a Mission Statement, values
statements, and a vision statement. In 2007 the Indiana State University Board of Trustees
directed the campus community to revise the mission and values statements to better align with
the University’s evolving commitment to community engagement and experiential learning. A
committee, led by the Provost, held biweekly meetings over the course of four months to develop
new statements. The process was open and iterative. The committee shared their work with the
campus via Cyberwire communications, global e-mails\footnote{Indiana State University has four types of university wide communication email. The ISU Alert is broadcast to all university members via email and opt-in text message when there is an event of immediate concern for the safety of campus. The Cyberwire is an email, typically from the President or a Vice President, on a specific single subject. A Special Global, is an email, that is approved by the President’s Office, on a single subject. Finally, the ISU Community or Global email system allows any campus constituent to submit an email to be sent to all members of campus. This latter form was revised into a more reader friendly and archived version. This ISU Today email system began in 2009 and exists today.}, student newspaper ads, and through the
NCA 2010 website. Feedback from all University stakeholders, more than 100 individual
comments in all, was received through the website, two campus forums, and a half-day
leadership retreat. The resulting mission and values statement were approved by the Board of
Trustees on February 22, 2008, while amendments to these statements and a vision statement
passed in September, 2009.
MISSION STATEMENT
Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

VISION STATEMENT
Inspired by a shared commitment to improving our communities, Indiana State University will be known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work.

VALUES
Indiana Integrity We demonstrate integrity through honesty, civility, and fairness.
State Scholarship We value high standards for learning, teaching and inquiry.
Transforming We foster personal growth within an environment in which every individual matters.
Responsibility We uphold the responsibility of university citizenship.
Education We provide a well-rounded education that integrates professional preparation and study in the arts and sciences with co-curricular involvement.
Embrace Diversity We embrace the diversity of individuals, ideas, and expressions.
Stewardship We exercise stewardship of our global community.

The University’s focus on experiential learning and community engagement stems from the 2004 strategic planning process, Path to Preeminence: Fulfilling the Promise. This process charted a course of action for Indiana State University from 2004 to 2010 to shift its mission away from a model exclusively centered on student access to education and toward the deliberate application of student learning to real-world issues and resolution of community problems.

A combination of new incentives for high-ability, high achieving students were created and tighter admissions policies were established to further the new mission. The benefits and practical challenges of recruiting a student body focused on that mission were on display during 2005-2007 period. There was a significant increase in high school GPAs and standardized test scores for newly enrolled freshmen, and a precipitous twenty-three percent decline in the total number of newly enrolled freshman.
Recognizing the need to maintain enrollment targets set for it by the legislature, the University then sought to blend the two missions by earning a reputation for excellence through programs that demonstrably enhance student learning, produce exceptional scholarship and fulfill the University’s outreach mission to the state. The ultimate goal was to deliver an educational environment that is responsive to the needs of the community and state and is professionally attractive to highly motivated students and faculty, while still providing the educational access and resources to students across the ability scale. Three strategic initiatives were developed to define and direct the University’s efforts to address the needs of students. These initiatives include the enhancement of opportunities for experiential learning and community engagement and targeted support for programs that demonstrate excellence in these areas.

A process to revise and review Mission Statements for all academic, administrative, and support units is currently on-going. The process by which this will be accomplished is outlined in the Special Emphasis portion of this self study.

Core Component 1B – In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The University values the diversity of individuals, ideas, and expressions that are vital to a thriving campus community and specifically expresses this commitment in its values statement. The University backs up this commitment with actions and structures that lead to ISU having the largest percentage of its students who are from underrepresented groups than all of the public, four-year degree-granting institutions in Indiana.

As can be seen from Figure 1.1, the percentage of students who identify themselves as ethnic minorities has increased over the past decade. The proportion of the student body that is African American has risen by a third over the last decade. This puts ISU ahead of every institution of higher education in Indiana save Indiana University’s branch campus in Gary.
Minority enrollment does not just happen by luck, it occurs as a result of a concerted and conscious effort to value a diverse student body. That means that programs and structures must be in place and funded. From the pre-entry Upward Bound\textsuperscript{39} program to the African American Cultural Center\textsuperscript{40} and the Office of International Programs and Services\textsuperscript{41} that provide programming to enrich the campus, to support programs for minority students on campus, to the McNair\textsuperscript{42} program which promotes graduate education to minority students, Indiana State provides myriad support mechanisms for students of color.

These programs occur in the context of a structure that encourages and monitors the hiring of minority faculty and staff to ensure ISU not only meets its legal obligations but its moral obligations and internal commitment to diversity. President Bradley reinforced this commitment by making diversity and the support for it one of his first priorities when, shortly after taking office in August 2008 he separated the diversity policy and enforcement mechanisms, giving each a higher level of visibility than the combined functions had in the prior administration.

Promoting Ethnic and Cultural Diversity on Campus

Global Nights are a series of cultural events sponsored by various international student organizations and by the ISU Office of International Programs and Services. The events are designed to enhance cultural awareness on campus. Recent events have included African Global Night, the Chinese New Year Celebration, Hispanic Global Night, Indian Global Night, Japanese Global Night, the Korean Authentic Fashion Show, the Muslim Fast-a-thon (which concludes Ramadan), and the Thai New Year Celebration.

\textsuperscript{38} \url{http://irt2.indstate.edu/home/stats/stats.htm#roll}
\textsuperscript{39} \url{http://www.indstate.edu/isutrio/upwardbound/}
\textsuperscript{40} \url{http://www.indstate.edu/aacc/}
\textsuperscript{41} \url{http://www.indstate.edu/ips/}
\textsuperscript{42} \url{http://www.indstate.edu/mcnairsch/}
The African-American Cultural Center is responsible for developing and providing opportunities for African-American students to involve themselves in creating, innovating, designating, and deciding cultural programs relevant to them. It is further responsible for promoting positive identification, association, and relationship to African-American historical and contemporary culture. The African-American Cultural Center creates a learning environment conducive for students, administrators, faculty members, and citizens of the Terre Haute community to understand, recognize, and appreciate the contributions made by African-American people. The African-American Cultural Center coordinates efforts with existing programs and departments. In addition, it provides an atmosphere conducive for relevant psychological and social needs of African-American students. It provides educational experiences in the areas of African-American history and culture, problems of African-American development, general issues of race relations, and it provides the opportunities for the development of decision-making ability and potential talents of students who have been neglected. It provides direct services to personnel and groups with the goal to make society aware of the need for racial justice. The Dean of Students Office recently conducted a needs assessment of the Center. This assessment concluded that the Center suffers from lack of human capital and financial resources.

The Student African American Brotherhood Organization (SAAB) is a dynamic organization established specifically to assist participants academically, socially, culturally, professionally, and in the community. SAAB is primarily comprised of male students who strive for academic excellence and make a commitment to plan and implement programs that benefit their community at large. It encourages its participants to embrace leadership by being positive examples for each other through a strong commitment to academic achievement, brotherhood, and community service. It provides weekly study sessions, weekly developmental seminars for students, business meetings, social and religious activities, and works with various non-profit service agencies (e.g., Habitat for Humanity, Big Brothers-Big Sisters, Boys and Girls Club, etc.).

The Mentoring Assistance for Prospective Scholars (MAPS) program provides mentors available to historically underrepresented students. The program provides a stipend for work done with their mentor, and campus involvement through the "tiers" program, which requires that students become involved in the campus community.

Ethnic and cultural diversity promotion is not confined to the co-curricular aspects of campus. The Foundational Studies curriculum (and the General Education curriculum that preceded it)

43 http://www.indstate.edu/fyp/saab/
44 http://www.indstate.edu/maps/
45 Foundational Studies Global Perspectives and Cultural Diversity Learning Objectives

- Demonstrate knowledge of cultures and worldviews;
- Identify social, economic, political, and environmental inter-relationships between cultures and worldviews;
- Use multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one’s culture in comparison to those studied; and
- Articulate how the social construction of culture and worldviews shapes contemporary social and political issues.
requires students to thoughtfully engage these issues. Whether it be in areas of culture, gender, race, or ethnicity, students are compelled to consider issues of perspective, inequality, and privilege.

**Professional Development Opportunities for Students of Underrepresented Groups**

Indiana State University’s commitment to minority students begins even before they enroll in college. ISU participates in Upward Bound, a federally-funded TRIO educational outreach program. The program’s purpose is to motivate and support students from disadvantaged backgrounds to pursue an undergraduate education. For the last 40 years, the ISU Upward Bound program has provided tutoring services, academic advising, college and career counseling, and workshops during the academic year, as well as a six-week residential program each summer. The program is available to students between grades 8 and 12 who are first-generation or come from a low-income family.

Once minority students arrive on the ISU campus, the commitment to their success continues through the Mentoring Assistance for Prospective Scholars (MAPS) program. This mentor-scholarship program provides academic, professional, and social networking support for African-American, Hispanic, and Native American students. Established more than ten years ago, MAPS supports and enhances minority student retention by promoting meaningful relationships with university faculty, professional staff, and administrators. Students are paired with a mentor and work throughout the academic year on special projects or as assistants to a faculty or staff member. To qualify for participation, students must have completed at least one semester of college coursework and be willing to commit at least eight hours per week to job shadow and work (for a small stipend) in their mentor’s office. The mentor, in turn, must commit at least two hours per week to interact with the student and be willing to assist in the professional development of the student. The student-mentor relationship can persist as long as the student remains an undergraduate at ISU. An assessment of the program in 2006 revealed that MAPS and non-MAPS student graduate from ISU at similar rates but that MAPS students do so with a significantly higher cumulative grade point average.

The McNair Graduate Opportunity Program is also a federally-funded TRIO program. Named for Challenger astronaut Ronald McNair, the program was established to improve the graduate school preparation of low-income, first-generation college students or students from underrepresented groups. To be eligible to participate, students must express an interest in pursuing a graduate degree and have a sufficiently strong academic record to ensure their likely acceptance into a graduate program. Once accepted into the ISU McNair Program, its scholars are provided financial assistance, the opportunity to work with a faculty mentor on an enriching research experience, and opportunities for professional development through conferences and workshops. At ISU, undergraduate scholars work under the guidance of a faculty mentor on projects designed to provide a research experience similar to that which the student would encounter in graduate studies. This experience includes an intense, eight-week summer program, the opportunity to attend graduate school seminars, and the opportunity to present the results of their research at a national McNair Research Symposium. The ISU program typically accepts eight students per year.
Affirmative Action, and Monitoring of Discrimination and Harassment on Campus

Though every bit as vigorous, the University’s efforts to hire and retain faculty and staff of color have not been as successful as those efforts to enroll and graduate students of color. That has not been for a lack of a conscious effort to recruit applicants. For the entire review period the Office of Affirmative Action ensured that faculty and staff hiring processes were open and inviting to minority faculty and staff applicants. The Office staff reviewed the pools of applicants and where appropriate asked departments to review their means of advertising to maximize the diversity of those pools. Between 2000 and 2008, as the total number of full-time tenured and tenure-track faculty fell from 487 to 385, the total number of minority faculty members fell from 49 to 45. This does mean that the percentage of full-time tenure track faculty who are minorities rose, from 10 percent to 11.7 percent.46

President Bradley identified diversity as one of the University’s principal challenges in his first address to the campus in the fall of 2008. The Office of Affirmative Action and Diversity was separated into two offices with separate directors. He noted that while the University has had considerable success in increasing minority-student enrollment, it has had considerable difficulty creating a similarly diverse faculty and staff. As such, he asserted that increasing the diversity of faculty, staff, and students while supporting awareness of and appreciation for diversity is critical for the future of the institution and for preparing our students for an increasingly diverse society.

By establishing the ISU Council on Diversity47 to replace an existing committee, he provided momentum to an issue that had been allowed to languish. The Council’s charge was multifold. It was to: 1) develop and implement policies related to diversity, 2) to assess the degree to which the University community reflects the population of Indiana and the nation with respect to its students, faculty, support staff, and administration, 3) to identify the factors that facilitate and those that inhibit the achievement of a culture of support for diversity, and 4) to recommend strategies to increase the diversity of the University community, address impediments to a culture of support for diversity, capitalize on opportunities that are present, and stimulate movement toward the achievement of the vision that can position Indiana State University as a 21st Century leader in this arena. In so charging the Council, he made clear that he wished diversity to be defined in a broad manner.

Administratively, within a month of taking office in 2008, President Bradley separated the functions of affirmative action and diversity into two offices with a Director of Affirmative Action and a separate Director of Diversity. The affirmative action director reports to the President’s Office through the legal affairs area where assistance in the area of compliance is readily available. While the Director of Affirmative Action was hired internally, the President launched a national search for the Director of Diversity position. The President charged the Director of Diversity with: 1) designing, developing and managing programs with respect to diversity; 2) developing key relationships with internal and external constituencies; 3) collaborating with faculty and university departments to develop programs and support grant writing activity; and 4) providing advice and recommendations to the administration on long-

47 http://www.indstate.edu/diversitycouncil/
term strategies to enhance diversity across campus and to help develop an environment of understanding and appreciation for a diverse world.

Even before the administrative restructuring, the Office of Human Resources\(^48\) worked with many University stakeholders to create modules for those administrators charged with hiring and supervision on issues of affirmative action and sexual harassment. All faculty and administrators with supervisory authority were compelled to complete these modules.

As part of the commitment to diversity, the Steering Committee for this self-study sought information to support the new Council and its work as well as to assess the state of the campus environment. As such, a portion of the fall 2008 NCA Survey gauged the extent of discrimination and harassment experienced by students, staff, and faculty on campus. Respondents were asked to indicate whether they had witnessed on the ISU campus in the past five years an incident of discrimination or harassment associated with race, language, sexuality, gender, etc. The following figure shows the percentage of respondents who had encountered such an incident.

In most categories, 20 to 30% of respondents reported witnessing at least one incident on campus. The most commonly observed form of intolerance experienced by students was associated with race and language, with over 40% students encountering at least one incident. The higher frequency of incidents associated with race and language likely stems from the diverse mix of students on campus, most of the minority students coming from major metropolitan regions in central and northwest Indiana and the majority of Caucasian students coming from rural communities in west-central Indiana and eastern Illinois. Over 80% of respondents to the survey indicated that they would be comfortable reporting an incident of discrimination or harassment to an instructor or supervisor, and two-thirds of respondents felt that the incident would be fully investigated. It is clear that diversity awareness is an issue that the ISU campus must continue to promote. The Council on Diversity has indicated an intent to conduct a climate survey in fall 2009, focusing on diversity issues.

\(^{48}\) [http://www.indstate.edu/humres/index.htm](http://www.indstate.edu/humres/index.htm)
Core Component 1C – Understanding of and support for the mission pervade the organization.

This decade began and ended with Indiana State University working to refine its mission. At the beginning of the decade, the mission planning exercises were motivated by a desire to deal with external challenges such as how ISU should respond to the fact that the Ivy Tech Community College system was challenging ISU’s access and opportunity mission. By 2004, the planning became more proactive, as the institution began the process by which it would create a distinctive identity in community engagement and experiential learning. By the time President Bradley engaged the campus with the strategic planning consulting group STRATUS, everyone who had been with the University for more than a few years had participated in at least one, and in many cases three processes to ultimately hone the mission. The vast majority of internal and a significant number of external stakeholders now understand and support the mission of community engagement and experiential learning.

Support for the University Mission Statement and Interrelated Planning Processes

A portion of the aforementioned 2008 NCA Survey was used to gauge support on campus for the new mission and values statements. Over two-thirds of all respondents indicated that these statements accurately reflect input from the campus community while three-quarters of faculty and staff and two-thirds of students agreed that the Mission Statement generally describes their on-campus activities.

As noted above the Indiana State University Mission Statement was revised in 2007-2008 through an inclusive planning process involving all stakeholders of the University community.

Figure 1.2
Percentage of Faculty, Staff, and Students Experiencing or Witnessing Harassment or Discrimination In the Preceding Five Years
The administration created an internal website specifically to solicit input from administrators, faculty, staff, and students. A mission committee organized a series of targeted and open forums to gather the widest possible range of opinions. The new mission and values statements were developed from multiple drafts that were reviewed by the entire university community. As a result of this lengthy process, the mission and vision statements represent a consensus of all constituents. The only persons who were not included in the process were those who chose not to participate. The revised Mission Statement and statement of values are now easily accessible from the ISU website home page.49

**Strategic Decisions are Mission-Driven**

As Indiana State University’s mission and Mission Statement has evolved through the decade, strategic decisions are beginning to align with mission as never before. The Mission Statement itself changed from a vague, all-things-to-all-people, multi-paragraph statement that said little, to a focused statement that describes ISU’s distinctive identity. The 2004 planning document, *Path to Preeminence: Fulfilling the Promise*50, clearly began to inform the ethos of a new mission well before its ultimate adoption in 2008. Still the thinking behind the newly articulated mission has informed strategic decisions for a while. The best example of that is the Rural Health Innovation Collaborative (RHIC). As the name implies the RHIC is a collaborative arrangement between Union Hospital and its Lugar Center for Rural Health, Indiana University School of Medicine-Terre Haute, Indiana State University, Ivy Tech Community College, the Terre Haute Economic Development Corporation, and the City of Terre Haute to develop a program to create more health care training and job opportunities in the community. The campuses of Indiana State University and Union Hospital are in relatively close proximity and a corridor connecting the two, it is hoped would encourage the location of health care businesses in the area. In so doing it would create life science research opportunities, provide more health care training programs, and ultimately improve access to medical care in the area. This is an unmistakable example of the University using its resources to engage community partners in an area, health care, that is driven by experiential learning. When combined with the creation of the College of Nursing and Health Human Services, it is clear that the University’s Mission Statement is being used. It is guiding strategic decisions.

**Land Use and Facilities Planning**

One of the more vexing challenges to Indiana State University during this decade has been creating the right land and facilities mix for the student population and its mission. Two Colleges were housed in converted residence halls built in the 1970s, the football stadium was (and is) a relic that predates World War II located miles from campus, the track and field facilities were (and are) among the worst in the Missouri Valley Conference for a program that is among the conference’s most successful, and the ratio of facility square footage to students was very high relative to other university’s in Indiana, making legislators disinclined to support new buildings on campus.

Nevertheless, the University was able to secure funding to refurbish the old University Lab School as the new College of Education building and was able to purchase, from the General

49 [http://www.indstate.edu/whyisu/](http://www.indstate.edu/whyisu/)
Services Administration, the nearby Federal Building that will ultimately house the College of Business. Additionally, as houses in the neighborhood to the east of campus became available, surplus university resources were used to purchase and raze them in anticipation of creating a multi-use soccer-track-football facility.51

When President Bradley began his term of office, he was not satisfied that adequate facilities’ use and land-purchase planning had taken place to justify the purchases. Absent a comprehensive land use and facilities master planning process, these purchases were halted. He then engaged Ratio Architects to develop such a plan. The firm not only has extensive national experience with such endeavors, it was the consultants that aided in implementing the 1986 ISU Master Plan that resulted in the transformation of the drab urban campus into beautiful tree-lined, integrated pedestrian campus of today. Furthermore, the President directed both sets of consultants, Ratio Architects and STRATUS, to work together so as to develop a campus-wide plan that would result in a facilities master plan that dovetailed with the programmatic master plan so that combined, they would enhance the strategic objectives of the University as a whole.

Core Component 1D – The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its Mission.

As noted above, Indiana State University embraces shared governance as the best model for moving the University forward, because, though deliberation can be slow, it is ultimately more effective than other models. When an idea is fully vetted and embraced, action on the idea produces the desired results. When an idea is imposed from the top, it can be sabotaged at every stage of implementation and may not survive the test of time.

The Handbook of Indiana State University52 clearly articulates the responsibilities of the faculty and the administration as it relates to the curriculum. The faculty, with primary authority, make all curricular decisions, but are informed about Indiana Commission on Higher Education requirements and recommendations by the administration. The administration has primary authority over financial management and personnel issues but does so with the advice of the Faculty Senate and Support Staff Council on handbook-specified areas.

Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.

Governance and administrative structures have enabled the University to effectively revise its General Education program.53 The revision will enable the University to better fulfill its mission to provide strong undergraduate education including community engagement and public service. A task force was appointed and charged following recommendations from faculty governance

51 These actions were suspended by President Bradley shortly after his term began in August 2008. The disposition of these properties and the plan for a new multi-use athletic facility were folded into a charge by the President to Ratio Architects to generate a comprehensive land and facility use plan.
52 http://www.indstate.edu/adminaff/handbook.htm
53 http://www.indstate.edu/gened/
and the administration. Faculty and administrators served on the task force, which conducted its business in a transparent and collaborative manner; all members of the campus community had multiple opportunities to respond to the proposal, which went through several iterations incorporating those responses. The task force began by formulating program goals based on the mission and values. Courses will be approved for Foundational Studies credit as they coincide with stated student outcomes; courses and the program as a whole will be assessed regularly and modifications made through the normal governance process. The proposal was approved in the spring of 2009 for anticipated implementation for the fall 2010 semester.

As articulated earlier in this self study and again in Criterion 2, the reviewers of the previous self study recommended that Indiana State University reduce its portfolio of programs. When combined with an Indiana Commission on Higher Education mandate to eliminate low-enrolled programs, the administration worked with faculty to do just that. There were two significant efforts in this regard with the second process, called Program Prioritization, having the greater impact. It began with a task force composed of faculty and administrators from all levels and academic areas of the University and was charged by the Provost with generating a comprehensive review of all academic programs.

The Program Prioritization task force developed a process that was reviewed and accepted by faculty governance. Workshops were held for faculty and evaluators to prepare for the process. All departments prepared program reports which were reviewed and scored by faculty committees appointed by faculty governance in each College. These same reports were then reviewed and scored by subgroups of task force members, and the results of both reviews were reviewed again by the task force as a whole. All programs were then ranked by score. Based on their rankings, programs were recommended for elimination, consolidation and reconfiguration, modification, continuance, or enhancement. This process was mission based, transparent to all faculty at all levels, and consistent across all units. With a few exceptions, the program changes it recommended were enacted. The usual curriculum approval processes were utilized in this effort. As a result of this inclusive, data-driven process, ISU has reduced its program array from 214 to just more than 150. Smaller programs have been strengthened by combination, curricula are more coherent, faculty work is more efficient, and resources have become available for reallocation to support program priorities.

The distribution of responsibilities as defined in governance structures, processes, and activities is understood and implemented through delegated authority.

Shared governance enjoys significant support among the faculty and administration. Results of the aforementioned NCA Survey of faculty and Executive, Administrative and Professional (EAP) staff show support for and participation in governance. A majority of faculty and a plurality of EAP staff agree or strongly agree with the statement that shared governance is valued by the University community and is central to the ISU culture. A plurality of faculty and EAP staff agree or strongly agree that shared governance enables members of the University community to inform key initiatives, policies, and procedures.

54 [http://www.in.gov/che/](http://www.in.gov/che/)
55 [http://www.indstate.edu/academicaffairs/program_prioritization.htm](http://www.indstate.edu/academicaffairs/program_prioritization.htm)
56 [http://www.indstate.edu/academicaffairs/program_prioritization/final_prioritization_report.pdf](http://www.indstate.edu/academicaffairs/program_prioritization/final_prioritization_report.pdf)
During the review period one-quarter of the faculty have served at least one term on the Faculty Senate, while 41% have served on their respective college governing body.\textsuperscript{57} Three quarters of faculty have served on university committees, and nearly two-thirds have served on various task forces and ad hoc committees. Nearly one-fifth of support staff have served on Support Staff Council, and one-quarter have served on university and ad-hoc committees.

Effective communication facilitates governance processes and activities: review of University leadership.

The faculty governance system allows the Board of Trustees to be informed of the faculty’s responses to the President’s performance. The Faculty Senate Chair is present and addresses the Board at each of their regularly scheduled meetings, but is not a voting member. The Senate’s Administrative Affairs Committee regularly conducts a Faculty Professional Satisfaction Survey. This survey focuses on the leadership and effectiveness of the President and the administration as well as the Faculty Senate. The Chair of the Faculty Senate is obligated to share the results of this survey with the Board President as well as with the President of the University.

A three-year cycle was implemented in 2004 to review the performance of all academic deans. During his tenure, President Benjamin completed a 360° review of all members of his cabinet. The process involved input from faculty, staff, and the administration. The results of the evaluation were shared with each member of the cabinet and goals and objectives for future years were developed. President Bradley has required that each member of the cabinet provide him with an executive summary of accomplishments and challenges during his first year. President Bradley and each member of his cabinet reviewed those documents and developed a specific set of goals for next year that reflect the priorities of the University as well as the University’s Strategic Plan.\textsuperscript{58}

The organization evaluates its structures and processes regularly and strengthens them as needed.

As the institutional needs and mission of the University have evolved, so has the administrative structure. During the review period, vice presidential units have been created, and dissolved, Colleges have been reorganized, and new leadership positions have been created.

As the University’s mission moved toward Community Engagement and Experiential Learning, the Center for Public Service and Community Engagement\textsuperscript{59} was created and a Director was named. As the mission change became formalized, the leadership position was elevated from that of a Center Director to an Associate Vice President For Academic Affairs. Additionally, as the need to clearly articulate the new mission to the State of Indiana and thereby recruit students interested in that new mission, the enrollment management and communication functions were combined under a new Vice President for Enrollment Management, Marketing and Communication. At the same time, as budget constraints were becoming severe and as

\textsuperscript{57} A faculty member may not simultaneously serve on both.
\textsuperscript{58} http://www1.indstate.edu/strategic_plan/
\textsuperscript{59} http://www1.indstate.edu/publicservice/
retirements and resignations allowed, vice presidential units were combined. Overall, the number of administrators with a vice presidential title was reduced by one during the review period. The duties of the Vice President for Administrative Affairs were transferred to the Vice President for Business Affairs, and the duties of the Vice President for Advancement were transferred out of the University entirely and to a more independent University Foundation.

In the area of governance, the Faculty Senate has also evolved in the years since the last review. As the number of faculty has been reduced, the governance burden per faculty member rose. In 2009, in recognition of this, the Faculty Senate sent to the entire faculty a recommendation that the number of Senators be reduced and the composition of governance committees be changed to reduce that burden to a reasonable level. The faculty overwhelmingly approved this amendment to the faculty constitution.

In recognition of the change in the composition of faculty that relies more heavily on non-tenure-track faculty, the Faculty Senate created a speaking seat for adjunct faculty. The 2008-2009 representative of the adjunct faculty was able to use the time allotted her on the agenda of the Faculty Senate and her ex-officio membership on the Faculty Affairs Committee of the Faculty Senate to press for changes to the administration of the Corrections Education Program. At the same time, the Faculty Senate formally approved a speaking seat for the Support Staff Council and the Graduate Student Association. The Chairperson of the Support Staff Council had been attending the Faculty Senate meeting for a year.

The Support Staff Council itself is evolving to include representation for the administrative and professional staff. The Council is also moving to revise its mission statement to be in line with the University mission and value statements. The Council’s members worked with Enrollment Management to create Parents of Prospective Scholars (POPS) a program that encourages the children of ISU faculty and staff to consider and choose ISU as the continue their education. Support staff are often recognized for their work to improve communication and working relationships between staff, faculty, administrators, and students within the ISU community and frequently represent ISU in community engagement opportunities such as the Relay for Life.

The Student Government Association has been remarkably successful in bringing initiatives to fruition. In 2001, it passed a revised Student Code and Constitution. In 2005, it garnered sufficient support in a student referendum to have the administration endorse and take to the Board of Trustees a plan to build a Student Recreation Center. The Center, paid for entirely with fees students agreed to pay, was completed in July 2009. In 2006, another referendum passed overwhelmingly, this time on the subject of city bus transportation. A fee now funds

60 http://www1.indstate.edu/cep/
61 The Student Government Association, the governance body for undergraduate students, has long held a speaking seat on the Faculty Senate. The Graduate Student Association is a organization within the Student Government Association.
62 https://indstate.edu/admissions/announcements/pops-dec-09.html
63 https://indstate.edu/sga/
64 http://www.indstate.edu/sga/constitution.htm
65 http://www.indstate.edu/recsport/
extended city bus hours with students riding all Terre Haute city busses free of charge. Finally, in 2009, after many years of asking the faculty for a university-wide grade appeal policy, the Faculty Senate passed such a policy that can, when a faculty committee determines that certain conditions have been met, override a grade. Clearly, the University faculty and administration take the recommendations of the Student Government Association seriously and act on those recommendations with regularity.

In addition, the administration of the University has shown tremendous respect for the Student Government Association by taking initiatives to the body for consideration. From issues as mundane as parking to ones as central as the mission, the administration consults SGA. The laptop requirement would not have been implemented had SGA not endorsed the concept. When tuition rates are set by the administration, they studiously attempt to persuade SGA generally and the SGA President, in particular, to endorse the increase. A 2005 Indiana law requires a public hearing on tuition increases, and in each case the SGA President has spoken at that hearing forcefully, if regretfully, of the need to increase tuition.

Though only in its infancy, the Assessment Council that was created in 2008 is charged with evaluating all activities on campus to guarantee their effectiveness. The role will provide University leadership with benchmarks by which programmatic innovations will be judged.

Core Component 1E – The organization upholds and protects its integrity.

The activities of the organization are congruent with its mission. The University has pursued initiatives and attained recognition for efforts which reflect commitment to the core values embodied in the Mission Statement. For instance, the University has evaluated and identified several academic programs and designated them as “Programs of Distinction.”66 The “Promising Scholars Program”67 has identified promising pre-tenure and early post-tenure faculty and has provided them stipends to support continued excellence in research and teaching. The General Education Task Force was created, in part to align a new program with the new mission. The resulting Foundational Studies Program68 includes a junior level requirement that requires some form of experiential learning or civic engagement.

Recognition of this effort has come in many forms. The University has been cited for six consecutive years as a “Best University in the Midwest” by the Princeton Review, and the Carnegie Foundation for the Advancement of Teaching has designated ISU as a “Curricular, Engagement, and Outreach and Partnerships Institution” in 2008. ISU is one of 62 institutions to receive this designation.69 On an individual level, Dr. Nancy Rogers received the 2007 “Community Service Director Award” from the Indiana Campus Compact.70

66 http://www.indstate.edu/academicaffairs/distinctive_programs.htm
67 http://www.indstate.edu/academicaffairs/promising_scholars.htm
68 http://www.indstate.edu/gened/
69 Since that time 122 more institutions have been so designated.
70 http://www.indianacampuscompact.org/
The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.

The Board of Trustees has consistently demonstrated a high degree of commitment to its responsibility as stewards of the institution’s resources. To that end, the Board has consistently mandated a residential educational experience at a cost less than most other four year institutions in the state.

The University General Counsel provides guidance to the administration and to the Board regarding legal issues. The institution’s business affairs are managed in accordance with regulations promulgated by the State Board of Accounts and federal regulations. The fiscal operations are conducted using standards established by the National Association of College and University Business Officers71 (NACUBO). Furthermore, accounting practices are conducted under AICPA72 Standards for Certified Public Accountants.

The institution’s Internal Auditing Office conducts periodic reviews of fiscal and non-fiscal operations using the SAS Statement of Auditing Standards. The institution also uses external agencies to assist with specific reviews. An example would be the use of The Compliance Group (Kansas City, MO) to administer NCAA mandated compliance reviews of the Intercollegiate Athletics program.

The organization understands and abides by local, state, and federal laws and regulations applicable to it (or by laws and regulations established by federally recognized sovereign entities).

The authority of the Indiana State University Board of Trustees is established by the Indiana legislature. Much of this authority is delegated to the President of the University and subsequently to staff and faculty charged with the ongoing operation of the institution. Further guidance is drawn from legislative action at the state and federal level, and by directives from agencies such as the Commission on Higher Education, the State Budget Agency, and the Department of Education. The General Counsel monitors these laws and regulations and provides guidance to the Board and the administration and faculty regarding institutional responsibilities.

The General Counsel monitors compliance responsibilities and reviews the University response to these duties. The administration oversees the compliance activities and informs the Board of Trustees of any issues or concerns that arise in this area.

The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.

Indiana State University has an established system of shared governance. This system is involved in any matter having to do with the development of policies impacting the internal constituent groups. Students are provided policy and regulation information in several documents including

71 http://www.nacubo.org/
72 http://www.aicpa.org/
the Code of Student Conduct\textsuperscript{73}, the Student Handbook\textsuperscript{74}, the Residence Hall Handbook\textsuperscript{75}, the Undergraduate Catalog\textsuperscript{76} and the Graduate Catalog\textsuperscript{77}.

Employees are provided the University Handbook\textsuperscript{78} supplemented by New Employee Orientation sessions designed to familiarize incoming staff and faculty with University expectations.

The organization’s structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.

The institution utilizes the shared governance system and administrative oversight to review and affirm university activities. Numerous standing committees, staffed by students, faculty, and staff, are tasked with advisory responsibility for the administration of programs, services, and policies at Indiana State University. For example, the All-University Court conducts an annual review of the Student Judicial Program\textsuperscript{79} (regulations, procedures, etc.). These advisory bodies forward recommendations and concerns to the administration for review and approval. Final approval may include review by the General Counsel and final approval (in many instances) by the Board of Trustees.

The University Athletic Committee provides oversight to the Intercollegiate Athletics program and reports directly to the University President.

The Faculty Senate utilizes standing committees to review and manage policies related to curriculum, faculty, and various institutional concerns.

The organization deals fairly with its external constituencies.

The Board of Trustees by-laws (section IX) commit the institution “to promote in every way possible community participation and interest in the University and the University affairs and to furnish such facilities and educational resources as are needed by the community served by the University…” The institution provides cultural, educational and recreational opportunities which are open to the public. Many academic programs provide expertise to local business and industry as well as community service organizations. The scope of this external effort has grown over the years to include international initiatives (such as social work and educational development in Morocco) to public service in the United States (the Alternative Spring Break program has involved students in several consecutive trips to assist in recovery and reconstruction in the wake of Hurricane Katrina).

The ISU Foundation\textsuperscript{80} is an independent entity whose mission is the support of Indiana State University. The Foundation oversees Development, the Indiana State University Alumni

\textsuperscript{73} http://www.indstate.edu/sjp/docs/code.pdf

\textsuperscript{74} http://www.indstate.edu/studentaffairs/08-09\%20Handbook\%20Revised.pdf

\textsuperscript{75} http://www.indstate.edu/reslife/pdf/2009-\%202010\%20Res\%20Hall\%20Handbook\%204-14-09.pdf

\textsuperscript{76} http://catalog.indstate.edu/

\textsuperscript{77} http://catalog.indstate.edu/index.php?catoid=9

\textsuperscript{78} http://www.indstate.edu/adminaff/handbook.htm

\textsuperscript{79} http://www.indstate.edu/sjp/

\textsuperscript{80} http://www.indstatefoundation.org/
Association, and the Alumni Council. The Foundation Board (a group of primarily alumni volunteers) provides advisory service to the Foundation in defining and carrying out its mission. Since the last review, the relationship between the University, the President, and the Foundation has changed to augment that independence. The University President had simultaneously served as the Foundation President. In 2006, the University President was made an ex-officio member of the Foundation Board and the Foundation hired its own President. This step was considered important as the University Foundation began its first capital campaign.

The Board of Trustees conducts its affairs in compliance with Indiana open records law. Additionally, the Board sponsors open seminars in which various programs and services of the University make public presentations regarding their operations, the issues they face, and the impact of these activities on the University and the publics served by the institution.

The organization presents itself accurately and honestly to the public. The institution adheres to the Indiana Access to Public Records Act (Indiana Code §5-14-3-1, et seq.) in the operation and management of University affairs. As indicated earlier, the Board of Trustees sponsors public seminars to facilitate public discussion and access to issues facing the University, as well as learning opportunities as to institutional operations. The President of the University presents a monthly letter to the campus and the general public regarding issues facing the institution and the plans being formulated to address these issues.

The organization documents timely response to complaints and grievances, particularly those of students. The University has developed and published procedures to address complaints and grievances. The institution seeks to resolve most issues through informal procedures. However, formal processes are available to address staff and student grievances. {Note: This is written in present tense though it has not been done.}

Formal procedures require the aggrieved party to present their complaint in writing. These processes afford the petitioner an opportunity to present their complaint and supporting evidence, to know what information has been used to arrive at the decision or issue they contest, and to receive a written response from a decision-maker. The right to ask that this decision be reviewed by a specified third party is also part of all formal processes.

Certain issues are assigned to review procedures specifically designed to address that issue. Examples include complaints of sexual harassment or other discrimination (Affirmative Action Policy and Procedure, University Handbook, Appendix H), appeal of promotion, tenure, or renewal ( Promotion and Tenure Oversight Committee, University Handbook, III-6), and the Support Staff Grievance Policy (University Handbook, VI-5).

http://www.indstate.edu/alumni/
http://www.indstate.edu/adminaff/handbook/AppendixH.pdf
http://www.indstate.edu/adminaff/handbook/SectionII.pdf
http://www.indstate.edu/adminaff/handbook/SectionVI.pdf
The Dean of Students office provides assistance to students seeking to resolve grievances or complaints. The staff maintains a record of these contacts. The student is guided through the appropriate steps to address their concern. The staff provides support and use this service to assist the student in learning how to effectively resolve problems.

Record keeping of these issues is managed in individual offices. The issues addressed in these processes may be used by the institution to inform planning and policy making.
Chapter Three

Criterion Two: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission improve the quality of its education and respond to future challenges and opportunities.

Introduction

Indiana State University has a long-standing and consistent commitment to, and pattern of, planning and evaluation. During the review period there were three major strategic planning exercises that built upon the successes and learned from the challenges of the previous planning activities. Three drivers motivated these efforts, the previous Higher Learning Commission review team’s recommendation that the University cull its academic programs to a coherent core, pressure from the Indiana Commission on Higher Education85 to find and cultivate a specialty for the University, and the competitive environment for students that necessitated that the University focus its mission so as to attract students. These major drivers combined with significant budgetary pressures to compel the University leadership to make tough decisions regarding limited resources.

In 2000, 2004, and again in 2008, the University engaged in major strategic planning processes. Each served to refine the mission and resource-allocation processes of the institution, so that today, the University has a clear, focused mission on educating students while engaging our community. In so doing the University has responded to the call by the Higher Learning Commission and the Indiana Commission on Higher Education (ICHE) to stem the all-things-to-all-people tendency and to focus curricular offerings and resources to foster excellence. This has resulted in a return to a positive trajectory of freshman enrollments that, by 2010, will result in a positive trajectory of overall enrollment.

Indiana State University began this review period with a mandate from the ICHE to eliminate all programs that graduated fewer than ten majors in five years. The Program Array Review process, begun in 2001, resulted in a modest level of program elimination, but more importantly, served as a basis upon which to build Program Prioritization86. That 2007 process resulted in a much more successful effort to hone the curriculum. A possible reason for the success was that program elimination was taken so as to generate support for programs that were identified as both excellent and capable of sustaining enrollment growth.

The Program Prioritization process was aided significantly by the Lilly Endowment, a private philanthropic organization that provides significant financial support to Indiana’s many public and private institutions of higher education. In the case of Indiana State University, that financial support allowed the University to significantly enhance the resources available to designated

85 http://www.in.gov/che/
86 http://www.indstate.edu/academicaffairs/program_prioritization.htm
Programs of Distinction\textsuperscript{87} and Programs of Promise. Running parallel to the Program
Prioritization process, the comprehensive nature of the reviews motivated faculty in all academic
programs to participate in the evaluation. For some it was to justify the continuation of programs
while for others it was to seek additional resources to expand upon their already excellent work.
These planning exercises and program reductions were designed and have resulted in an
alignment between resources and mission. Specifically, they have focused the University’s
attention on that “tradition of [providing a] strong undergraduate and graduate education with a
focus on community and public service.” The program reductions described in this section are as
a direct result of the University’s commitment to this tradition. While the Mission Statement may
be relatively new, its core meaning guided practice long before it was formally adopted.

Mission Statement

\textit{Indiana State University combines a tradition of strong undergraduate and graduate education
with a focus on community and public service. We integrate teaching, research, and creative
activity in an engaging, challenging, and supportive learning environment to prepare
productive citizens for Indiana and the world.}

The primary resource base of Indiana State University is tuition and state support. The
University’s mission as a state-supported institution that engages students necessitates a high
level of state support and a relatively modest tuition and Indiana State University has both. The
state support for Indiana State University students is $88 million ($79 million for operating
purposes), which on a per capita basis is more than any other institution in the state while its
annual tuition $7,226 is lower than all but one of the four-year institutions. While support for this
resource mix has continued for decades, in the last three biennial budgets the Indiana General
Assembly and the Indiana Commission on Higher Education have clearly signaled that Indiana
State University’s support profile must be brought in line with other institutions in the state. As a
result, for the last six years, when support to higher education was increasing in Indiana, the rates
of increase were lower for Indiana State University than for other institutions and in years when
statewide support was low, flat, or decreasing, ISU faced a decrease in state support. Because
pressure from the General Assembly and Governor was also put on all universities to keep
tuition increases modest, significant budget reallocations have been made to keep up with rising
energy and health care costs. Still, through prudent budgetary measures, the University was able
to withstand the rescissions of 2008-2009 without dismissing any tenured or tenure-track faculty,
support or professional staff, or administrators.

The reason Indiana State University was successful in navigating these years of declining
inflation-adjusted levels of support was that the University has built integrated assessment and
reporting mechanisms into the regular planning and decision-making processes and has engaged
in conservative financial planning. In addition to web-based reporting for individual faculty,
web-based department, unit, and division reporting was instituted during the review period. What
is now the Office of Institutional Research and Assessment\textsuperscript{88} (OIRA) (and what was then The
Office of Strategic Planning and Institutional Research and Effectiveness or OSPIRE) produced

\textsuperscript{87} \url{http://www.indstate.edu/academicaffairs/distinctive_programs.htm}
\textsuperscript{88} \url{http://irt2.indstate.edu/home/index.htm}
reports that went beyond simple descriptive statistics. With a professional staff of four, OSPIRE produced significant analytically-sound internal studies that resulted in changes to student success and other programs and informed the leadership of challenges and opportunities.

From the 2000 Strategic Plan that noted the increasing challenges of Indiana higher education, to the 2004 “The Path to Pre-eminence” planning document which created a basic outline of what community engagement would mean to the mission of Indiana State University, to the just completed The Pathway to Success document that cemented civic engagement into the edifice of the University, strategic plans at ISU have continued to build upon one another. This consistent pattern of planning has allowed the University to transform itself in a time of reduced state support.

**Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.**

**Strategic Planning**

“Fulfilling the Promise – The path to Pre-eminence”

A draft course of action for Indiana State University for the Years of 2004 to 2010 was presented in this document that focused on shifting our mission away from a model exclusively centered on student access to education toward the deliberate application of student learning to real-world issues and resolution of community problems. The ultimate goal has been to deliver an educational environment that is responsive to the needs of the community and state and is professionally attractive to highly motivated students and faculty. To that end, three strategic initiatives and six tactical plans were developed to define and direct the University’s efforts to answer the needs of its students and state over the six-year period. The three initiatives focused on community engagement, experiential learning, and programs of distinction. The Center for Public Service and Community Engagement was developed to serve as the “front door” for the community and a central focus for the campus for service and engagement projects and experiential learning. Its efforts are documented in Core Component 5a. The Distinctive Programs strategic initiative has resulted in the identification of Programs of Distinction on campus. A description of the program is provided below.

**STRATUS**

In 2008, the Indiana State University Board of Trustees and President Daniel J. Bradley, building upon previous planning efforts, developed six strategic priorities to take the University to the next level of distinction and competitiveness:

- Increase enrollment and student success.
- Advance experiential learning.
- Enhance community engagement.
- Strengthen and leverage programs of strength and promise.
- Diversify revenue: Donors, contracts and grants.
- Recruit and retain great faculty and staff.

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90 [http://www1.indstate.edu/strategic_plan/](http://www1.indstate.edu/strategic_plan/)
A university-wide strategic planning process focusing on these six areas kicked off December 2, 2008, in conjunction with the University’s North Central Association accreditation planning. STRATUS, a firm which specializes in assisting colleges and universities with strategic planning, led this process. The resulting plan, *Pathway to Success* was rolled out in October of 2009.

### Academic Planning

#### Program and Course Banking

Until 2001 once a course or program was created, it remained in the catalog in until it was affirmatively deleted. Even programs without faculty remained in the catalog because if they were eliminated, it was a three year process to recreate them and even then the process required program approval of the Indiana Commission on Higher Education (ICHE). Thus programs were added but rarely eliminated. In 2001, the ICHE approved a process of banking of both courses and programs. This allowed universities to put programs in a bank for three years. No statewide approval was needed to restart programs in that three-year window and courses could remain in the bank in perpetuity. This process was only modestly effective in reducing programmatic curricular bloat though it was much more effective in trimming the shear number of course offerings as any course that is not taught for three years is automatically banked.

#### Program Array Review

The 2000 Higher Learning Commission report resulted in a recommendation for Indiana State University to pare down its undergraduate and graduate program offerings in order to focus on a more narrow set of distinctive programs. At the same time, the Indiana Commission on Higher Education, frustrated by state-wide curricular bloat, mandated that programs that graduated fewer than ten graduates in five years be evaluated for viability. The administration responded to these by initiating Program Array Review (PAR). Under PAR, the faculty for each program near the ten-graduates-in-five-years line were required to demonstrate the long-term viability of their program. Several programs were identified as either not meeting that standard or not being able to meet that standard without additional resources. Some faculty chose to contest a faculty-governance endorsed conclusion that their programs were not viable while others chose to have their programs eliminated without contention and still others chose to allow their programs to be banked, in hopes that resources would become available. In response to a direct appeal, the President chose to summarily grant a three-year window of opportunity for all contested programs to show viability. Though not successful in achieving its intended aim, it did set the stage for Program Prioritization, an ultimately successful means of reducing programs.

#### Program Prioritization

In 2005 a Program Prioritization Process was established to develop, inform and understand Indiana State University’s academic programs and the resources that support them, in order to make planned and systematic changes to enhance quality and effectiveness. The process examined the current status of educational offerings, assessed the future potential of those programs, and identified opportunities for program alignment and reinvestment to strengthen the University. Program prioritization enabled the University community to take control of its resources and direction, ensure quality, and chart its future.
By reducing the number of programs ISU gave greater focus to its work, strengthened academic quality, created conditions to support academic excellence, and created conditions that would support the growth of new academic programs. Prioritization, in conjunction with Distinctive Programs, provided direction for investment and reallocation over time and enabled the University to better accomplish its mission.

During the 2006-08 and 2007-08 academic years, 48 programs were eliminated or suspended and 12 new programs were approved. In addition, many programs were revised, realigned, or integrated and eight departments and two colleges were reorganized.

### Table 2.1  
Program Portfolio Process

<table>
<thead>
<tr>
<th>Programs Eliminated</th>
<th>Program Array Review</th>
<th>Program Prioritization</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>31&lt;sup&gt;91&lt;/sup&gt;</td>
<td>59</td>
</tr>
<tr>
<td>Programs Banked/Suspended</td>
<td></td>
<td>20</td>
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</tbody>
</table>

#### Distinctive Programs

The assessment process that determined program strength for Program Prioritization ran parallel to that used to select the distinctive programs in which the University would invest. The resources for these investments came from the President’s Fund for Academic Excellence which was established using $1 million of a $3 million grant received earlier as part of the Lilly Endowment’s “Initiative to Recruit and Retain Intellectual Capital for Indiana Higher Education Institutions.” These funds were combined with $750,000 in one-time university funds to award successful and promising programs.

Two of Indiana State’s programs - financial services and teacher education - were recognized as Programs of National Distinction for achieving a national reputation for the quality of their work and reflecting the values of Indiana State while meeting state and national needs. Each program was allocated $350,000.

Eight programs were named Regional and State Distinctive Programs and seven were designated as Programs of Promise.

#### The Regional/State Distinctive Programs
- Aerospace Technology
- Blumberg Center for Interdisciplinary Studies in Special Education
- Doctor of Psychology
- Center for Health, Religion and Spirituality
- Criminology
- First-year Programs
- Music Business
- Ph.D. in Technology Management

#### The Programs of Promise
- Athletic Training Clinical Program
- Research Center for Local History and Culture
- Health sciences
- International Affairs
- Motorsports Studies
- Student Affairs and Higher Education
- University Honors Program

<sup>91</sup> These were programs eliminated between Fall 2001 and Fall 2003, removing duplicates (e.g. AB/BA, MS/MA)
Promise. The programs selected for this recognition cluster around four major areas, which are linked to Indiana State’s history and to its future. The four areas are: enhancing student success, education and human development, health and human services, and leadership in business and technology.

Between 2007 and 2010 the selected academic programs were to use these funds to strengthen programs with national or regional reputations for quality, and build programs that have the potential to achieve that status. All of the named programs benefited from increased visibility and recognition as well as resources to attract students and create opportunities for programmatic expansion.

Promising Scholars
A part of the strategic vision identified in “Fulfilling the Promise – The path to Pre-eminence”, the Promising Scholars program was initiated to support and stimulate the research agendas of young faculty. There have been four selection periods which have resulted in 48 faculty receiving grants in support of their scholarship, research and creative performance. To date, $452,902 has been awarded to these Promising Scholars.

Health-Related Professions
In fall of 2006, the Provost appointed a Health Professions Task force to develop a strategic plan for a new college of health-related professions. The Task force determined that a college focusing on health-related professions could not only benefit the College of Health and Human Performance, but also the College of Nursing. The result was the development of the College of Nursing, Health, and Human Services that included both colleges and is currently planning for the future by examining the addition of new programs to serve the community and the region in health-related areas. With the hiring of a new Dean, completion of new college mission and vision statements, and planning for a new building, the College is focusing on its future. That future quickly came into focus with the formation of the Rural Health Innovation Collaborative, a partnership between Indiana State University, the Indiana University School of Medicine, Union Hospital, Ivy Tech Community College, the Terre Haute Economic Development Corporation, and the City of Terre Haute. The goal of the collaborative is to encourage the expansion of health care businesses, create life science research opportunities, provide more health care training programs, and ultimately improve access to medical care in the area.
New Programs
In fall 2009 the College of Nursing, Health and Human Services proposed three new programs, capitalizing on the momentum of the creation of the new college and the announcement of the creation of the Rural Health Innovation Cooperative (RHIC). These new programs, a Doctorate of Nursing Practice, a Doctorate of Physical Therapy and a Masters of Science in Physician Assistant Studies, all are intended to meet significant needs in the state and region in growing areas of health services.

Multicultural Planning
African-American Cultural Center (AACC):
Indiana State University is the statewide leader among the six major public four-year residential universities in terms of the diversity of its undergraduate population. That distinction is based largely on the decisions of African-American students to pursue their education at ISU. The University has long held this distinction and has recently built on it with African-American students increasing from approximately 10% of the student population in 2003 to 15.7% in 2008.

A critical reason for this is the welcoming atmosphere of the University generally, and the African American Cultural Center (AACC), in particular. The AACC serves as an important place for African-American students, faculty and staff to gather in an environment relevant to the African-American experience and to African-American culture in general. The AACC is responsible for developing and providing opportunities for African-American students to participate in cultural programs relevant to them. It is a focal point for the collection and exhibition of African-American cultural artifacts and the dissemination of information concerning the culture of African-American people. The AACC has twelve areas for campus and community involvement including: African-American History Month, African-American Fine Arts Festival, African-American Choir - Ebony Majestic Choir, Art Purchasing and Reproductions, Awards Banquet, Field Trip Programs, Workshop Series, African-American Student Orientation, Summer Program, African-American Awareness Week, African-American Identity Series, and Cultural Rental Program.

Office of Affirmative Action and Office of Diversity
The University continues to strive to provide the diverse student body with a diverse faculty and staff. To provide better visibility and more prominence to diversity and affirmative action issues on campus, the University separated the two issues and hired new directors for each. The Director for Affirmative Action serves as the principal enforcement officer on issues of workforce and classroom discrimination and harassment. The Director for the Office of Diversity is focused on assisting offices in their hiring, retention policies to create the environment for diversity to flourish. Both Directors serve as ex officio members of the reconstituted Council on Diversity. The Council on Diversity is composed of 17 members from the University community who meet to discuss and address issues related to diversity. Evidence suggests that faculty are aware and supportive of these efforts of the University and its leaders to promote diversity. A high level of skepticism that existed at the outset of this reorganization—where faculty had indicated that they were not yet convinced that if they reported problems, that those problems would be fully addressed—seems to have decreased markedly as President
Bradley appointed clearly qualified professionals to these offices and made it a priority of his administration.

**Office of International Programs and Services (IPS) and University Partnerships**

Under President Benjamin Indiana State University significantly increased its international profile. In particular, he advanced collaborations with China, Vietnam, and Morocco, creating opportunities for faculty, staff and students to travel abroad. The campus of ISU hosts nearly 500 international undergraduate and graduate students from 54 different countries. Its population of international students plays an important role in helping to diversify and culturally enrich the campus. With the hiring of a new director of international affairs in 2008, the institution renewed its commitment to international affairs. The University recognized the role of globalization in academic, business and government functions and emphasized this as a key to the University’s success in the 21st Century. Between 2003 and 2008, 137 travel grants were awarded to faculty for travel to 28 different countries. Currently, the University has a number of partnerships worldwide that include programs for student exchange, training programs, and departmental and institutional involvement at different levels of complexity. The *Report on Indiana State University’s International Partnerships with Universities and Institutions* identifies 40 different international partnerships as well as five agreements that support the University’s Study Abroad program and international students.

In addition, the IPS promotes and supports the following programs and events: global nights, international education week, special events sponsored by the International Student Organization, International Friendship Program, Cultural Connections Club, Community Engagement Projects, summer activities, and Holiday Home Stay Program. The institution also has several academic programs that have a global focus including the International Business Concentration, International Studies Minor, and Latino Studies Minor.

**Information Technology Planning**

In 2001, the University engaged the services of a consulting firm (KPMG Consulting, Inc) to review the technology environment, organization, and governance. KPMG issued their report (Report to Indiana State University on Information Technology Structure) on December 19, 2001. The report made several recommendations, among them the establishment of the position of Chief Information Officer (CIO). They also recommended enhancing the governance structure (addressed in 2003), development of a strategic focus, evolve to a shared services support structure, and the establishment of a Web support structure.

As per that KPMG recommendation, the next year the lead position in the Office of Information Technology (OIT) was upgraded to the level of that of an Associate Vice President for Academic Affairs and was given the designation of Chief Information Officer (CIO). This position upgrade assured support for and enabled innovative development of the already strong academic and institutional computing programs. Ongoing administrative support for technology has ensured ISU’s leadership in technology implementation and development.

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During this review period OIT has placed wireless internet access in nearly every building on campus, opened a computer store to provide students and faculty equipment and software, and created technology enhanced classrooms. It has purchased and supported a variety of statistical and research software packages and ensured that appropriate software is available on Windows and Macintosh platforms. It has also substantially upgraded the security, virus, and SPAM control measures for the faculty. OIT worked closely with faculty with specific and intensive technology needs. When faculty in the sciences needed high performance computing, for instance, it was OIT that purchased, installed and maintained this capability. This is but one example of how the CIO works closely with the Information Technology Advisory Committee (ITAC) to get advice and input on current issues in technology.

ITAC was reconstituted in 2003 based on the recommendations of the CIO. Changes were made to shift the ITAC focus to more strategic issues, to broaden and restructure the membership to be more representative of the University community and to be faculty dominant, and to clearly define member responsibilities. ITAC membership includes faculty from each college and one member appointed by the Faculty Senate, and one member each from the library, support staff, the President’s Office, each Vice Presidential unit, three members of the Development Office, the Chairperson of the Institutional Computer Steering Committee, and the CIO.

The expanded portfolio of the CIO now includes the Center for Instructional Research and Technology (CIRT) which combined the Center for Teaching and Learning with the Center for Instruction and Research Technology Services. The CIRT has grown into an invaluable site which provides resources to help faculty incorporate technology into the teaching and learning process. CIRT was created to envision, explore, design, and evaluate new and emerging technologies to support teaching, research, and student learning. CIRT supports a Digital Sandbox which serves as a test bed for various projects. CIRT has already become actively involved in executing its mission. Ideas for new technologies to explore come from all across campus, with most coming from the desire to find solutions to meet faculty needs.

Before and especially after the merger, entities of the Office Information Technology have been deeply involved in facilitating distance education. Before the merger, the work was almost entirely technical (choosing and maintaining a course management platform and providing training on that platform) while after the merger, the OIT has provided significant pedagogical assistance through the CIRT.

At the operational level, the Institutional Computing Steering Committee brings together the heavy data users from across the campus. Representatives from the Registrar, Admissions, Financial Aid, Student Affairs, the Controller’s Office, Institutional Research, and others meet bi-weekly with members of OIT to prioritize projects and respond to technological and administrative concerns. It is this group that determines the order in which projects are completed.

93 http://www.indstate.edu/cirt
Laptop Initiative
In 2007 the University became the first in the state to require all undergraduate students to have laptop computers. The phase-in began with the freshman cohort, and by August 2010, all students will be involved in the mandatory ownership. The process for the initiative began in 2005. The goal of the project was to enhance recruitment endeavors, reward scholarship students, and to assist students in becoming more productive and empowered. In addition, to ensure faculty have computing capability to work better with students, a faculty laptop initiative was also developed, enabling faculty who wished to participate to receive laptops which would be updated every three years.

Distance Education
During this review period it became apparent that distance education, was both mission-consistent and a necessary piece of the enrollment puzzle for Indiana State University. The largest programmatic elements of distance education are found in the College of Education’s graduate programs in Educational Administration, the College of Arts and Sciences Criminology graduate program, and the College of Nursing’s (and later the College of Nursing, Health and Human Service’s) undergraduate and graduate programs in nursing. To support this effort a distance education fee was implemented in 2006 ($50 per course for graduate students and $30 per course for undergraduate students) which is divided between the department where the course is offered, the applicable academic Dean's office and Academic Affairs. Departments and colleges have used the funds to support distance education offerings: mailings to students, printing and faxing costs, lab kits mailed to students, and hiring of adjuncts necessary to support distance programs (either directly or indirectly to release a full-time faculty member for a distance course.) The portion of the fee retained in Academic Affairs is used to support a Director of Distance Education.

ISU offers 10 baccalaureate degree completion programs through DegreeLink94, as well as 4 optional minors and 7 graduate programs. Additionally, there are numerous certificate and licensure programs available at a distance, and a number of other graduate programs that are hybrid, largely distance delivered with some face-to-face requirements. DegreeLink allows students to complete their first 2 years at regionally accredited institutions such as the Ivy Tech Community College system and then complete the final 2 years as a distance student.

ISU currently delivers distance education through the web (BlackBoard Learning Management System), desktop video conferencing (Elluminate), and I-TV.

The Office of Distance Support Services95 works to ensure that students have a seamless access to information and resources necessary for all students. The office provides services for Admissions, transfer credit evaluation, financial aid, registration, transfer scholarships, and even an online student orientation program. A website also provides online access to necessary information.

94 http://www.indstate.edu/degreelink/
95 http://www.indstate.edu/distance/
Core Component 2B: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

As can be seen from Table 2.2, Indiana State University, has experienced, as have nearly all state-supported universities in the country, a change in the mix of its financial support. Tuition, once 17.6% of total revenue, is now 21.8% and growing. State Appropriations, once 47.7% of total revenue, is now 42.6% and shrinking. Despite this net assets of Indiana State have grown every year.

<table>
<thead>
<tr>
<th>Income</th>
<th>2003</th>
<th>2004</th>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
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<td>35.7</td>
<td>38.3</td>
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<tr>
<td>State Appropriations For Operating Purposes</td>
<td>77.4</td>
<td>78.9</td>
<td>76.1</td>
<td>73.9</td>
<td>74.9</td>
<td>76.9</td>
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</tr>
<tr>
<td>State Appropriations For Debt Service and Line Items</td>
<td>7.6</td>
<td>6.0</td>
<td>8.7</td>
<td>10.3</td>
<td>7.5</td>
<td>9.0</td>
<td></td>
</tr>
<tr>
<td>All other Revenue</td>
<td>62.0</td>
<td>61.0</td>
<td>65.8</td>
<td>65.3</td>
<td>66.8</td>
<td>72.8</td>
<td></td>
</tr>
<tr>
<td>Total Income</td>
<td>178.3</td>
<td>180</td>
<td>186.3</td>
<td>187.8</td>
<td>189.9</td>
<td>201.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>60.4</td>
<td>63.9</td>
<td>64.5</td>
<td>60.8</td>
<td>60.2</td>
<td>60.7</td>
<td></td>
</tr>
<tr>
<td>Noninstruction</td>
<td>112.0</td>
<td>113.8</td>
<td>113.1</td>
<td>111.0</td>
<td>112.2</td>
<td>120.8</td>
<td></td>
</tr>
<tr>
<td>Total Expenses</td>
<td>172.4</td>
<td>177.7</td>
<td>177.6</td>
<td>171.8</td>
<td>172.4</td>
<td>181.5</td>
<td></td>
</tr>
</tbody>
</table>

| Net Change in Assets       | 5.9  | 2.3  | 8.7  | 16.0 | 17.5 | 20.0 |

*GASB accounting rules changed in the 2002-2003 rendering earlier data non-comparable with current data.

There are several contributors to the growth in net change in assets including gift income received by the University, increased earnings on investments, and growth in auxiliary reserves. Gifts to the University include a donation by Michael Simmons to construct a new facility for the annual trike and tandem bike races, and from Randall and Nancy Minas for the construction of the College of Business Financial Trading Room. The sources of operating income and the operating expenses of the institution remained largely flat during the review period.

Because of the financially prudent fashion in which Indiana State University continues to operate ISU maintains an A2 rating from Moody’s Investor Service and an A+ rating from Fitch. This saves the University millions of dollars in interest on its capital projects. Savings were also generated when the University entered into long-term hedge contracts for the purchase of natural gas when a natural gas fired steam plant was constructed in 2001. Since that time, the University has saved over $4.1 million relative to natural gas spot prices.

96 [http://www.indstate.edu/controller/](http://www.indstate.edu/controller/)
This fiscal prudence has allowed Indiana State to remain the most affordable option for students and parents of the four research institutions in the State of Indiana. Table 2.3 below reflects tuition and required fees for incoming freshman for 2008-09 as reported by the Indiana Commission for Higher Education.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Tuition and Required Fees for First-Time Entry Resident Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09</td>
</tr>
<tr>
<td>Indiana – Bloomington</td>
<td>$8,281</td>
</tr>
<tr>
<td>Purdue – West Lafayette</td>
<td>$7,750</td>
</tr>
<tr>
<td>Ball State</td>
<td>$7,520</td>
</tr>
<tr>
<td>Indiana State</td>
<td>$7,148</td>
</tr>
</tbody>
</table>

*Not accessible via school web page

**Investment in Educational Quality**

To allocate those resources in a mission-consistent fashion, annual budget planning presentations are made each year by Deans of the various Colleges, Vice Presidents, and the Chief Information Officer to assist in identifying priorities to support the strategic plan of the University and to strengthen educational programs. This process serves as a guide for the reallocation of existing resources to allow for new investments in institutional priorities.

Several initiatives provide evidence supporting Indiana State University’s continuing investment of resources in educational programs. In addition to the previously mentioned Program Prioritization and Programs of Distinction process, the University provided for a reinvigorated Honors Program by investing $200,000 additional base budget dollars to enhance the program and capital improvement funds to renovate space to house the Honors Program. The Honors Program office is now located in the mezzanine area of Rhodes Hall, where honors students are provided priority housing assignments.

Other evidence supporting the University’s ongoing efforts to strengthen educational programs includes the recent merger of the College of Nursing and the College of Health and Human Performance into the College of Nursing, Health, and Human Services in the fall of 2007. During the merger discussions, the goal of creating a more comprehensive college focused on the health related professions was established so as to:

- increase the visibility of health professions at Indiana State University;
- to empower faculty who advocate for health professions; to promote greater collaboration between health-oriented units;
- to attract external resources; to initiate and develop new health-oriented programs;
- to strengthen ties with community partners; and to better meet regional and state needs.

97 [http://www.indstate.edu/honors/](http://www.indstate.edu/honors/)
The State of Indiana provided a $250,000 appropriation for each year of the 2007-09 biennium and $240,000 for each year of the 2009-2010 biennium to support nursing programs at Indiana State.

To support new freshman students meet their laptop ownership obligations, a laptop scholarship program was established with base general fund budget of $750,000. This scholarship, which comes in the form of a free laptop provided by the University, is automatically granted to students who are admitted prior to December 1 and complete a college preparatory high school curriculum with a minimum 3.0 GPA.

To support distance education efforts, investments were made in both personnel and infrastructure. As the portfolio of distance education programs and courses increased, it became apparent that instructional designers would need to be in place to assist in the effective delivery of courses. In addition, the stability and reliability of the software platform would have to be improved. Both of these investments were made and contributed to the growth in distance programs and course delivery.

**Investment in Facility Improvements**

The physical plant of Indiana State University has also been improved during the review period. With the approval and support of the Indiana General Assembly, the University has made substantial investments in academic and student recreational facilities, and is planning for new athletic and student residence facilities.

A collaborative facility, the Landsbaum Center, was built using a combination of funds including an appropriation by the Indiana Legislature to the Indiana University School of Medicine, the proceeds of the sale of the ISU Nursing Clinical Education Building to Union Hospital, grants to Union Hospital for the creation of its Lugar Center for Rural Health, and a significant bequest from the estate of Morris Landsbaum. The facility is jointly owned and operated by the three institutions. ISU’s clinical nursing program is housed in the facility.

Stalker Hall, home to the College of Arts and Sciences, received a $5.5 million facelift during 2005-06. This facility, constructed in 1954, was the only academic facility that did not provide accessibility for students with disabilities. The renovation included the installation of an elevator, reconfiguration of interior classroom and office space, and a new entrance on both the north and south side of the facility. When this renovation was complete all University office and classroom buildings were compliant with the Americans with Disabilities Act.

The former Laboratory School building was renovated and became the new home for the College of Education in fall 2009. This nearly $30 million project provided office, classroom and laboratory space befitting the College’s status as one of the premier educator preparation institutions in the country. The College of Education had been housed in one of two converted residence halls.

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http://www.indstate.edu/thcme/Landsbaum/Landsbaum.html
The other converted residence hall is the current home to the College of Business, though the renovation of the nearby Federal Building is imminent. The 1930’s era facility formerly housing a post office and federal courts was gifted to the University by the General Services Administration. Prior to the University taking possession of the facility the GSA invested approximately $6.0 million of improvements to the building. It is anticipated additional renovation work of $17 to $20 million will be needed to create a start-of-the-art facility for business instruction. With a $10 million appropriation from the State of Indiana and a significant donation from Terre Haute businessman Donald W. Scott, the Federal Building renovation will begin shortly and will house the Donald W. Scott College of Business by 2012.

Ongoing investments have also been made to upgrade science laboratories to meet the standards of modern instruction. The Science Building was constructed in 1958 with additions in 1965 and 1985. Many of the existing laboratories have had few upgrades in the ensuing years. At this point in time, six laboratories have been completely renovated with additional renovation planned for 14 more to be funded with state support of approximately $7 million. Instructional laboratories have been renovated during the review period as funds have become available through appropriation or year-end surpluses. The second phase of the larger renovations will begin once final state approval to proceed is granted.

In 2005, the Student Government Association conducted a referendum in which students overwhelmingly approved a new fee to support the construction of a new Student Recreation Center.99 Because bonding authority had to be granted by the state, construction did not begin until 2007. The $21.7 million dollar facility, opened for the fall 2009 semester. It houses a three-court gymnasium, recreational aquatics, fitness center, elevated running/jogging track, multipurpose activity rooms, as well as staff offices and meeting rooms.

Residence halls were also renovated during the period. The national movement away from traditional un-air-conditioned-two-to-a-room-common-bath residence halls has taken many forms. Burford Hall was renovated in 2006 to include a separate bath and shower for every room and air conditioning. Sandison and Pickerl Halls are at various stages of renovation based on this same model.

The University is ever mindful of the need to invest in less-flashy but still needed infrastructure. In 2007, the University sought and was granted bonding authority by Indiana General Assembly to construct a Satellite Chiller Plant facility to serve the unique cooling needs of the Science Building and provide redundancy within the cooling infrastructure of campus. The financial crisis of 2008-2009 caused the governor to put a temporary moratorium on the final approval of new bonds, but once that moratorium is lifted this new $7.8 million project will begin.

Thinking very long term, Memorial Stadium, the city owned and university leased facility used for home football games, predates World War II. Additionally, it is located more than two miles from campus. The University’s track and field facilities also do not befit a program of its stature. Though the University is bounded on all four sides by private property, the homes on the north and east sides of campus have fallen into disrepair. As they have become available, the

99 [http://www.indstate.edu/recsport/]
University has made an effort to purchase them to provide for a new combined football-track-
soccer facility on the campus’s north and east side. This land-purchase process is not yet
complete, and was temporarily put on hold by President Bradley in 2008 so as to coordinate
land-use planning with overall strategic planning efforts. As such the integrated planning
included an assessment of the inventory of existing academic/administrative facilities and an
understanding of future student housing and athletic needs.

**Investment in Faculty and Staff**

Investment in faculty and staff development is described in greater detail in other sections of this
self-study, but for purposes of completeness with brevity, the University invests in a wide variety
of professional development activities through the Center for Instruction Research and
Technology\(^{100}\), The Center for Public Service and Community Engagement\(^{101}\), the Office of
Sponsored Programs\(^{102}\), and the Office and Human Resources\(^{103}\). Combined these offices
provide training, technology grants, international travel grants, software training and assistance,
and a host of other opportunities.

**Core Component 2C:** The organization's ongoing evaluation and assessment
processes provide reliable evidence of institutional effectiveness that clearly
informs strategies for continuous improvement.

**Institutional Effectiveness**

For the past two decades, the University has developed numerous assessment tools for tracking
institutional effectiveness. These tools are constantly being updated and improved through a
process of data analysis, which allows the institution to maintain a global perspective on changes
in educational, social, and economic trends which have a direct effect on University operations.
These were coordinated in the then Office of Strategic Planning, Institutional Research and
Effectiveness (OSPIRE). With key personnel from strategic planning and assessment leaving the
University and a new President arriving in 2008, the strategic planning function moved from
OSPIRE to the President’s Office. At that time, the strategic planning consulting firm,
STRATUS, was hired to facilitate a new University strategic plan. As a result, in February 2009,
OSPIRE was reorganized as the Office of Institutional Research and Assessment\(^{104}\) (OIRA). This
also reflected the need to bring assessment back to the forefront across campus.

In both its past incarnation as OSPIRE and in current incarnation as OIRA, the institutional
research aspect of the University has maintained the University Factbook\(^{105}\), the Common
Dataset\(^{106}\), the NSSE survey\(^{107}\), the Freshman Profile\(^{108}\), the Transfer profile\(^{109}\), graduation and

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\(^{100}\) [http://www.indstate.edu/cirt/](http://www.indstate.edu/cirt/)
\(^{101}\) [http://www.indstate.edu/publicservice/](http://www.indstate.edu/publicservice/)
\(^{102}\) [http://www.indstate.edu/osp/](http://www.indstate.edu/osp/)
\(^{103}\) [http://www.indstate.edu/humres/](http://www.indstate.edu/humres/)
\(^{104}\) [http://irt2.indstate.edu/home/index.htm](http://irt2.indstate.edu/home/index.htm)
\(^{105}\) [http://irt2.indstate.edu/home/fbook/fbook.htm](http://irt2.indstate.edu/home/fbook/fbook.htm)
\(^{106}\) [http://irt2.indstate.edu/home/stats/stats.htm#cds](http://irt2.indstate.edu/home/stats/stats.htm#cds)
\(^{107}\) [http://irt2.indstate.edu/home/stats/surveys/surveys.htm#nsse](http://irt2.indstate.edu/home/stats/surveys/surveys.htm#nsse)
retention rates, and other dashboard indicators of the University. Additionally, these professionals have been typically called upon to support faculty and administrative committees with compensation and student success analyses.

Productivity

Faculty Activity Reports
Since 2006, faculty annual reports have been standardized into Digital Measures, a web-based database from which deans, department chairpersons, and institutional researchers can measure the aggregated activity of faculty across a range of variables.

Program Reports
During 2005-2006, every academic program in the University was reviewed. Program faculty developed a ten page narrative that addressed common topics. Official data was supplied for each program. Programs were reviewed at both the college and university levels, and finally by a program prioritization task force. Programs were rated and ranked. In some cases results led to either removal or consolidation of programs. Universally, the process provided opportunities for review and communication.

Communication Methods
The University continues to seek new means of data collection in an effort to centralize large amounts of information and make it more readily available and easier to access. Additionally, the new President maintains open communication with the entire university community by transmitting informative letters through the ISU Today\(^{109}\) email system on a regular basis. In 2009, a text-based system Global email system was replaced with a much easier to navigate, search, and read web-based system.

Evaluation Tools
In effort to continually improve the University as a whole, academic and administrative subunits are reviewed on a regular basis. While some academic programs must also go through outside accreditation agencies, other units perform self-studies to insure program quality.

Student Affairs Unit Assessment
In 2006, the Vice President for Student Affairs initiated a comprehensive unit assessment system across his areas of responsibility and appointed an Assistant to the Vice President for Research and Assessment\(^{111}\) to lead the endeavor. The resulting unit assessment reports allowed for long term planning and facilitated a successful reorganization in the unit when significant retirements occurred.

\(^{108}\) [http://irt2.indstate.edu/home/stats/stats.htm#fresh](http://irt2.indstate.edu/home/stats/stats.htm#fresh)

\(^{109}\) [http://irt2.indstate.edu/home/stats/stats.htm#tsiq](http://irt2.indstate.edu/home/stats/stats.htm#tsiq)


\(^{111}\) [http://www.indstate.edu/studentaffairsresearch/](http://www.indstate.edu/studentaffairsresearch/)
Assessment

As mentioned previously, The Office of Assessment and Accreditation was merged with Institutional Research and Effectiveness in 2009 to create the Office of Institutional Research and Assessment. The office was created to function in a supporting role to ISU departments, colleges, and programs. As mentioned in the Criterion 3 section of this self study, the office provides guidance in assessing learning outcomes as they relate to the University, college, and department/program mission statements, and in using the results of assessment to enhance curriculum and instruction. In that same year, the Board of Trustees created an Assessment Council to work across the University to ensure that all activities are evaluated for their effectiveness.

Core Component 2D: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

As the University’s mission has evolved, there has been an effort to bring missions of the various units of the University into alignment. This process began in earnest when the decision was made in 2007 to pursue a special emphasis accreditation for this self study. One of the prior President’s final substantive acts was an initiative to complete the process of defining the institutional mission and to give it some permanence. He accomplished that in large part because the Board of Trustees not only agreed to a new Mission Statement in early 2008, but made clear that it was only interested in presidential candidates committed to that mission. That fall Daniel Bradley became the President and pursued a strategic plan to fulfill that mission. Because this self-study visit was originally scheduled for early 2010 and because President Bradley wanted to include in the report the results of a comprehensive academic and facility strategic planning exercise, he initiated a University request that the visit be delayed until later in the year.

With the University-wide strategic plan in place and with the special emphasis portion of this self study laying the ground work for building on that mission, it is time for that alignment to take place. An analysis of the mission statements of the units shows that only a few of those existing in 2008 made any reference to community engagement. Between 2008 and 2010, units recast their mission statement. While that leaves academic units without reference to the special character of Indiana State University, there is reason to believe that more mission-aligning unit statement revisions are in the works.

Other indications that the institution is working toward mission alignment include the fact that the strategic plan and the land and facility use plans are being integrated with this self study; that the biennial capital and operating budget requests to the state which reflect priorities and the involvement of external constituents; and that appointment letters for new faculty reflect University emphasis on strategic planning/mission as well as the Special Emphasis of Community Engagement and Experiential Learning.

http://www.indstate.edu/academicaffairs/assessment_accreditation.htm
Moving Forward

Through planning, assessment, and prudent resource management, Indiana State University has clearly withstood substantial inflation-adjusted cuts to its State operating support. It has adapted to the changing enrollment environment in the state by carving a mission for itself that combines access with Community Engagement and Experiential Learning that has begun to show results. It must, however, continue to plan for eventual decreases in state appropriations as the financial ability of the State of Indiana to provide increases in funding to support ongoing operations is constrained and limited by increasing costs in other sectors of the state budget. To do so, it must ensure that current and new programs are consistent with the Mission Statement. It must continue to broaden the resource base by successfully completing its *March On* capital campaign and by continuing to attract external support. It must keep tuition increases in line with its mission. Finally, it must continue to build upon the assessment efforts by empowering the Assessment Council to demand evidence of program success, and regularize efforts such as Program Prioritization and the Unit Assessment System conducted in Student Affairs.
Chapter Four
Criterion 3

Criterion Three: Student Learning & Effective Teaching
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction
Indiana State University’s mission is clearly student centered and as such we exist to provide a wide variety of students with a first-rate education. The University’s new Mission Statement puts teaching first when it enumerates the traditional roles of universities and it acknowledges our long history.

Mission Statement
Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

Vision Statement
Inspired by a shared commitment to improving our communities, Indiana State University will be known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work.

Values
Indiana State University places the learning, and subsequent success of its students at the forefront. The first five of the value statements speak directly to ISU’s quest to produce successful students while the remaining two demonstrate the commitment of the University, as an institution, to model stewardship and responsibility for our community and for our students.

Indiana Integrity
We demonstrate integrity through honesty, civility, and fairness.

State Scholarship
We value high standards for learning, teaching and inquiry.

Transforming
We foster personal growth within an environment in which every individual matters.

Responsibility
We uphold the responsibility of university citizenship.

Education
We provide a well-rounded education that integrates professional preparation and study in the arts and sciences with co-curricular involvement.

Embrace Diversity
We embrace the diversity of individuals, ideas, and expressions.

Stewardship

We exercise stewardship of our global community.

To accomplish that mission, ISU must and does take the assessment of learning seriously. From the establishment of learning outcomes for every academic program, through to the end of the assessment loop where programs are making curricular changes as warranted by the analysis of data on those learning outcomes, an assessment process exists as a quality control mechanism. ISU has several programs that have successfully completed one or more iterations of that assessment loop while there are a few that have struggled to navigate a single loop. By and large, programs with accreditation are compelled to complete the assessment loop more frequently and with greater consistency than programs that have not gone through a programmatic accreditation process. This self study highlights selected programs that have successfully navigated the process with and without the motivation of accreditation and provides a summary of remainder.

An obvious prerequisite to student learning is effective teaching and a necessary component of that is developmental, physical, and financial support as well as a promotion and tenure expectation and an award and reward structure that supports effective teaching. From development support provided through the Center for Instruction, Research, and Technology (CIRT) and various grants, to the technological upgrade of classrooms that serve the vast majority of students, to the dollars devoted to the support of instruction, Indiana State University clearly excels in providing support for effective teaching. Add to that the importance placed on effective teaching in promotion and tenure decisions and in the performance-based compensation, it is clear that ISU backs up its words with its developmental support and summative processes. This support is extended to distance delivery as well with the CIRT’s Course Transformation Academy (CTA). When a course is determined to be important to a program that is delivered at a distance, the CTA provides monetary support for instructors who transform their on-campus courses for that purpose.

Indiana State University is constantly examining, refurbishing, and upgrading its learning environments thereby enabling instructors to meet student learning needs. From bricks and mortar, to computer and instructional hardware, to the ubiquitous wireless network, to a refurbished library, lounge, residence hall, and learning lab spaces, ISU is making sure that the physical and technological capital of the University is every bit as developed as the human capital of its faculty. Every space is viewed as a learning space and every design and redesign of the physical plant is engaged in so as to make those learning spaces more effective. Whether it is the redesign of residence halls or the relocation of the Writing Center, time and treasure is focused on making the space work for learning.

The educational enterprise requires resources. Whether they are financial, physical, human or technological, Indiana State University has sufficient resources to carry out its primary educational mission of educating students. New faculty are provided a single course release to go

113 http://www.indstate.edu/cirt/
114 Need to Find
115 http://isu.indstate.edu/writing/
through an intentional, interactive, semester-long orientation with senior faculty guiding them through what is expected of them as faculty at Indiana State. Faculty travel and faculty development resources, though more scarce than preferred, exist to provide on-going assistance for faculty growth. Computing and other technological hardware, software, and support are in place so that faculty can engage students in new and innovative ways. In short, the faculty have the resources to bring out the best in the Indiana State student.

3A The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The most challenging aspect of the “student success” paradigm has been to maintain consistent focus on the assessment of academic programs. Indiana State University deserved the significant praise it received by the previous accreditation team on this subject, and sought to earn that distinction again. In 2002, a major initiative on assessment by the new Provost required regular reporting on the status of programmatic assessment. Unfortunately, that progress was not sustained and in some programs, assessment processes proved difficult to maintain. While Indiana State University was entirely successful in maintaining previously existing accreditations and garnering new ones, assessment in non-accredited programs was uneven. While there are many competing explanations for why and how this break in assessment momentum occurred, it is reasonable to posit that competing priorities, issues, and tensions vied for the attention of the University’s faculty and administration.

There were several factors that brought the University’s attention back to the subject of assessment. The University’s declining overall enrollment and the need to pare down a bloated programmatic portfolio combined to refocus energy on systematic assessment of the institution as a whole. As both problems were tackled, the value of data-based, decision making appealed to the faculty and administration as difficult choices were made over which programs to support and which to eliminate. When it came time to begin again our university-wide self-study process in 2007, it became apparent to the leadership team of the self study that the data thought to exist on learning outcomes and student success, did not exist as extensively as had been expected. Further research showed that though a process was developed between 2004 and 2006 to check up on student-success assessment, the data from that process was neither universally produced nor centrally collected. With significant turnover in the Chairperson ranks and many other priorities competing for attention, it is axiomatic that some excellent assessment data was lost.

During this period there were accreditation-motivated assessment activities in various departments (e.g. Social Work) and colleges (e.g. Business, Education, and Nursing), in the administrative ranks, and a focus on outcomes-based assessment for student success was slowly growing. A new position, Director of Assessment and Accreditation\textsuperscript{116} was created and filled in Academic Affairs. Student Affairs also created an Assistant to the Vice President position to deal with assessment within that unit.\textsuperscript{117} The Office of Strategic Planning, Institutional Research and

\textsuperscript{116} http://www.indstate.edu/academicaffairs/assessment_accreditation.htm
\textsuperscript{117} http://www.indstate.edu/studentaffairsresearch/
Effectiveness created a position and that person conducted many internal studies of program effectiveness.

In 2008, academic program assessment activity specifically related to student success and for purposes of program improvement began to be the focus of the campus community. Since the realization that assessment processes were uneven in the programs that were not accredited, a renewed focus has been placed on creating and maintaining verifiable assessment practices. In 2009 the Assessment Council was created by the Board of Trustees as a standing committee of the University and significant work has been done across many (not-already-accredited) academic programs. The Office of Information Technology purchased a license to Taskstream, a program that serves as a repository for assessment-related materials as well as a means by which the Assessment Council can track assessment progress in every program. This has resulted in a vast improvement in the status of assessment processes. Many programs can now demonstrate that they have “closed the loop” and several more that are about to do so.

While some departments have created a single assessment plan for their many programs, others have created separate plans for each. Each program/department plan has been judged as to which stage assessment development it has achieved. Figure 3.1 illustrates the rating utilized. Beginning at the top and moving clock-wise, the first stage of assessment is the identification of Learning Objectives. For the second stage to be achieved, assessments (e.g. tests, portfolios, documents) must have been identified. The third stage is achieved when data is collected utilizing those instruments and is analyzed. The fourth stage is met when the department has met to discuss the results. The final stage is met, and the loop is closed, when the program faculty have at least considered a program modification in light of this data.

Because this is a special-emphasis accreditation activity, rather than discuss each area in depth, this section summarizes assessment generally and then highlights areas of excellence in assessment. Broadly speaking, the programs and colleges accredited within their discipline are in excellent shape. Each has achieved full accreditation, and though Educator Preparation had a focused revisit by NCATE in 2008, none has been threatened with sanction at any point in their history. These programs are noted in bold in Table 3.1. Of the remaining programs, all but five have specified their learning objectives\(^{118}\), and nearly two-thirds have identified the assessments that they are using or will use to determine whether those

\(^{118}\) Those that have not have undergone significant departmental and programmatic reorganization within the last two years. The establishment of learning outcomes and assessment plans will be a priority after the new programs are established.
objectives are met. More than a third of the reports concerning non-accredited programs can show that they have met all, or all but one of the criteria for closing the loop on assessment. Without exception, those programs that appear to have made no progress on assessment have undergone recent significant departmental or programmatic reorganization. Table 3.1 summarizes the progress Indiana State University’s departments and programs have made.

To illustrate the success ISU has had in assessment, what follows is a summary of selected programs and their assessment systems. The programs have been chosen because each has closed the loop on assessment and because they represent both undergraduate and graduate programs as well as both accredited and non-accredited programs.119

<table>
<thead>
<tr>
<th>Dept</th>
<th>ISU Major Description</th>
<th>Degrees</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRI</td>
<td>African &amp; African Amer Studies</td>
<td>AB/BS</td>
<td></td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
<td>BFA/AB/BS</td>
<td></td>
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<tr>
<td></td>
<td>Art</td>
<td>MA/MFA</td>
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<td>Art Education All Grade</td>
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<td>AB/BS</td>
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<td>Chemistry</td>
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**Nursing and Health and Human Services**

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Programs That Have Closed the Loop on Assessment

Accredited Programs

Because of rigorous assessment standards for accreditation imposed by the National Council for Accreditation of Teacher Education\(^{120}\), all programs leading to licensure of educators at Indiana State University meet the highest standards for accountability both for the students themselves and for the program components. The learning goals of each program are well articulated and provided to students at several points during their education. Students are first provided with their program specific learning goals by their academic advisor, often before they begin their first course. They are again provided the general teacher education learning outcome expectations in their first courses in the teacher education portion of their coursework (which varies by major). They are assessed (using the PRAXIS I, their cumulative GPA, and their EPSY 202 grade) on their success in meeting minimum academic standards before they can enter the first of three stages of the Becoming a Complete Professional (BCP) program.

In the educator-preparation courses, students use TK20, a web-based data management system for students and their faculty, to demonstrate competence in the various aspects of their program. Student performance is analyzed by the faculty of the College of Education and field supervisors to determine whether student students are meeting Interstate New Teacher Assessment and Support Consortium (INTASC) Standards\(^{121}\).

Each major, whether it be elementary education, special education, or any of the secondary school program areas (e.g. Science Education, Mathematics Education etc.) provide their students with a grid that demonstrates the linkages between the courses they are taking and the Professional Standards of Indiana. The state also compels students licensed in the state to pass a licensure exam.

Nursing Undergraduate and Graduate

The ISU Nursing program is the model for academic assessment. The standards against which its students are judged are clearly established by the State of Indiana in its licensure exams and by the National League for Nursing Accrediting Commission\(^{122}\). As with most accredited programs, the program has taken these standards as their learning outcomes and mapped the learning outcomes to the courses in which they are achieved. Nursing has taken this to two higher levels. First, they have established levels of achievement for each learning outcome and indicators of knowledge and performance that help determine at which level a particular student has achieved. Second, they have established a path to learning outcome achievement that maps where a student should be at each point in their (under)graduate education. Thus for every learning outcome, there are as many as sixteen distinct sets of indicators for where a student would be in the undergraduate education and eight in their graduation education.

The undergraduate nursing program consists of three tracks, the traditional campus track, the LPN-BS in nursing online track, and the RN-BS in nursing online track. All three tracks are

\(^{120}\) [http://www.ncate.org/](http://www.ncate.org/)
\(^{121}\) [http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/](http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/)
\(^{122}\) [http://www.nlnac.org/](http://www.nlnac.org/)
designed to support the same terminal student learning outcomes. Distance students complete the clinical portion of course work through the use of clinical preceptors in their local communities. One comparison study has been conducted based on archival date and national standardized tests purchased from Assessment Technologies Incorporated. The results have indicated that there was not a statistical difference between the campus student sample and the distance student sample in specified content mastery through different delivery modalities.

The graduate nursing program consists of three concentrations which include: Nursing Administration, Nursing Education, and Family Nurse Practitioner. All graduate courses are delivered online with special accommodations for international students attending classes on campus.

Of course, like any licensed field there are the results of the licensure exams that provide a summative picture of where their students are. As of the time of this report, the online LPN-BS for the baccalaureate degree completion for practical nurses has a 100% pass rate on the NCLEX-RN. There has also been a 100% student pass rate for the certification exam for graduate students that elected to take the Family Nurse Practitioner test. The most recent data of such exams for the on-campus NCLEX-RN exam indicates that though 83.3% of ISU Nurses pass, improvements need to be made to raise this rate to the national average.

Social Work
The Social Work123 program’s assessments are multifold and come from different perspectives. The department employs alumni surveys to determine whether graduates perceive they were provided adequate preparation for the work they are doing. It employs employer surveys to evaluate program graduates’ performance in the field. The department itself collects data on its graduates ability to gain acceptance into graduate programs in social work. Within the curriculum, it collects data on its students during their field experiences from the perspectives of the students, and the external (usually practitioner) field instructors, asking the latter about the students and the program itself. The students take a comprehensive exam in their senior year during their major capstone course (SOWK 494) and are surveyed during exit interviews to align students’ perceptions of their knowledge and the learning goals for the curriculum.

Non-Accredited Programs
Economics undergraduate (BS/BA)
In 1998 the undergraduate program in Economics124 created a capstone course for the purposes of creating a place to do final assessments on its students. In the opening week of that course students are required to take an exam of material covered in their first Principles of Macroeconomics and Principles of Microeconomics courses. They then take three to four weeks to go over material covered in the required core of the major (at the time Intermediate Macroeconomics, Intermediate Microeconomics, and Money and Banking). After two years of requiring the course, the instructor brought to the department evidence of student inability to quantitatively analyze material at the Principles and Intermediate level. The department then put

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123 http://www.indstate.edu/socwork/
124 http://www.indstate.edu/econ/
in place a new course, “Quantitative Tools in Economics,” specifically designed to shore up that
area of weakness.\textsuperscript{125}

The department also instituted a portfolio requirement for the capstone. It was the responsibility
of advisors to monitor student upkeep of their portfolio. This was ultimately abandoned when it
became apparent that students were not choosing the major early enough to make this a useful
assessment exercise. In 2008, the portfolio was replaced with a nationally recognized
examination of economics. The results suggest that ISU economics students are either quite good
(with one third scoring in the top 75\% nationally) or quite the opposite (with a third scoring in
the bottom fifth.) Because the department graduates only a few (3-6) students per year, question-
by-question, and sub-discipline questions have too few observations to draw conclusions about
further curricular modifications. As time passes, the department will aggregate the responses so
as to draw meaningful conclusions.

Recreation and Sport Management (MS)
The Recreation and Sport Management\textsuperscript{126} department collects assignments from its students that
correlate to the learning objectives that it takes from national accrediting bodies. They collect
several papers and projects throughout the students’ academic careers. These include

- a personal reflection paper summarizing a sport management experience,
- a marketing research project where students analyze demographic and psychographic
data for season ticket holders in either football, men’s basketball, or women’s basketball.
  This project involves the profiling of ticket holders as well as the evaluation of several
  aspects of fans' overall game experiences
- an event management project report addressing a sport and event manager's leadership
  style, focusing on communication methods and suggesting techniques for more efficient
  communication/event management.
- a sociological analysis of "Sport in American Society"
- a venue design and analysis project where each student critiques a sport venue, including
  risk assessment and risk reduction methods, and renovates that venue to allow the venue
  manager to have a more efficient, profitable facility
- a risk management assessment project
- an ethical issue group project addressing an issue related to sport and ethics in which
  students apply ethical principles to sport situations
- addressing the legal risks associated with students and their chosen careers in recreation
  and sport management and a strategic risk management plan to help alleviate those legal
  risks
- a community and media relations project in which students select a high school and a
  sport and develop a detailed media guide that can be used by the high school and a
  community relations guide for the high school athletic program
- a budget project for a fictitious sport organization

\textsuperscript{125} In addition it expanded the core to include requiring International Economics rather than leaving it as an
economics elective.
\textsuperscript{126} http://www.indstate.edu/rcsm/
• a sports organization analysis project involving analysis of a selected sport organization's
  history, organizational structure, etc.
• a practicum and internship

Higher Education (PhD)
The Higher Education Doctoral Program\textsuperscript{127} has no external accreditation agency like its K-12
program counterparts. Nevertheless, the value of student outcomes assessment, particularly one
that is delivered in considerable part at a distance, is clear and thus well integrated. Four
outcomes are expected of higher education doctoral graduates - reflective leadership, analytical
inquiry and research proficiency, communication proficiency, and higher education theory to
practice proficiency. In-program, end-of-program, and post-graduation quantitative and
qualitative evidence is collected to assess these outcomes and used to inform course and
curricular revision. Of particular benefit for informing student outcomes achievement is a
culminating, comprehensive exam experience (written and oral) where students evidence what
they have learned and then have an opportunity to reflect on their learning as part of an exit
interview experience before embarking into the dissertation phase of their program. This
information has been used to improve program content around diversity, legal issues in higher
education, and the finance of higher education as well as the sequencing of internships, the
establishment of a dissertation academy experience, and the better integration of active learning
techniques especially useful for interactive television delivered instruction.

Foundational Studies
In April 2009 the Faculty Senate passed a new Foundational Studies Program to replace a
General Education Program that had begun in the fall of 2000. When GE2000 was passed it was
expected that an assessment mechanism would be put in place to evaluate whether the program
fulfilled its stated learning goals. Despite a charge to do that, a decade of General Education
Councils could never agree on a realistic mechanism by which to conduct an assessment of the
program. With a broad-based general dissatisfaction with the program, in fall 2007 the Provost
and the Faculty Senate formed a task force to construct a new program.\textsuperscript{128} The task force was
charged with creating an assessable program that was coherent, recognized the importance of
transferability (both in and out), and could be more efficiently delivered.

The result was a program that named 13 “ways of knowing” with learning goals established for
each. The General Education Council began work building a portfolio of courses during the
summer of 2009 with a goal of establishing a complete portfolio by the end of 2009. Once that
was complete, the Council began the process of creating an assessment system for the new
Foundational Studies Program. That assessment program was passed by the newly named
Foundational Studies Council in [fill in Spring 10 date] and by the University Curriculum and
Academic Affairs Committee in [fill in Spring 10 date]. The Foundational Studies Program built
in a three year assessment window in which courses would be required to demonstrate that they
met the learning goals of their respective way of knowing category.

\textsuperscript{127} http://www1.indstate.edu/coe/elaf/phdhigheredleadership.htm
\textsuperscript{128} That program is described in Criterion 4
Assessment Council
One measure of the progress and renewed commitment to program assessment is the 2009 creation of a University standing committee on the subject. This Assessment Council is a 20 member body composed of one faculty member from each College and the Library, two at-large faculty members appointed by the Faculty Senate, an Associate Vice President from Academic Affairs, the Director of Institutional Research and Assessment, two members of Student Affairs, and one each from Business Affairs, Enrollment Services, and the College of Graduate and Professional Studies. There are two student members and one ex-officio, the Director of Assessment and Accreditation. Its primary charge is to ensure that every academic program has a set of assessable learning objectives, an assessment mechanism whereby data can be collected and analyzed, and that each program can verify its conclusions. It is expected that when new programs are proposed an assessment plan for them will also be forthcoming. It is also charged with developing an assessment regime for programs that seek to improve student success.

3B The organization values and supports effective teaching.

Design and Development
The Center for Instruction, Research and Technology
The previous NCA report congratulated ISU for creating and funding the Center for Teaching and Learning (CTL) in 1994. During the late 1990s and into the early part of this decade, the CTL, offered many different programs on myriad subjects related to its mission. Between 2000 and 2005, more than $166,000 was paid to faculty covering more than 800 occurrences of compensated faculty development. It could not, however, document an increase in teaching effectiveness. In 2005, the Provost began a reconsideration of the reporting line, structure and mission of the Center. Later that year, the Center for Instruction Research and Technology was created to merge the functionality of the then Instruction and Research Technology Services (IRTS) and the CTL under the leadership of previous Director of IRTS.

The CIRT’s focus shifted to technology-based workshops and away from being focused strictly on pedagogy. These new workshops assisted faculty with course management software (WebCT, Blackboard), statistical software (SAS, SPSS), educational portfolio software (LiveText, TK20), as well as MS Office, Groupwise, and other general-use software. It played an important role in working with faculty during the development of the Laptop Initiative, and it offers the Course Transformation Academy, a program to assist faculty in their transformation of on-campus courses for distance delivery. CIRT was also an important part of ISUs participation in the National Course Transformation project with the Department of Psychology.

Still, CIRT never abandoned the role of the CTL and became the home for the more traditional, non-technology based pedagogical workshops by sponsoring brown bags, guest speakers, and new faculty orientation. More recently, it has become the home for faculty development relating to the special emphasis of Community Engagement and Experiential and Service Learning. In the summer of 2009 it offered several opportunities for faculty to network with similarly

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129 In Fall 2005 the Faculty Senate voted to require all entering students to purchase laptop computers beginning in the Fall 2007 semester.
interested faculty as they worked to develop opportunities for students to learn their academic subjects in the context of community needs.

**Faculty Development**

In addition, the University demonstrates its support for effective teaching by providing substantial opportunities for faculty development, the vast majority of which is engaged in during the summer months and is compensated. To provide resources for this effort the University has sought and received several grants that had within them major faculty development components. Those operating during the review period include grants from the Lilly Endowment (the Lilly Project for the First Year Experience), the Lumina Foundation (Using Web-based Portfolios to Enhance the First Year Experience), and the U.S. Department of Education (Preparing Tomorrow’s Teachers to Use Technology, or PT3) and (Partnering to Reform Education or Project Pre). Additionally, through the CTL/CIRT and First Year Programs, significant faculty development dollars have been committed using the ISU base budget.

Between 2000 and 2008, the University spent more than $1.2 million dollars on faculty, staff, and student professional development in furtherance of a variety of educational goals. Table 3.1 summarizes these efforts. The “N” is the number of compensated participations and the “Amount” is the dollars paid to the participants. Faculty received the vast majority (81%) of the support from these development efforts. This development spending came from roughly equal parts grant resources and on-going base-budget resources.

<table>
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<th>Grant/Budget</th>
<th>N</th>
<th>Faculty</th>
<th>Other</th>
<th>Student</th>
<th>Grand Total</th>
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<td>57</td>
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<td>$78,145.99</td>
<td>$140,656.50</td>
<td>$1,206,283.73</td>
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</tbody>
</table>

* base budget spending

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130 These data were derived from payroll records. The N is not the number of distinct people participating, rather, the number of separate compensation events that occurred.
In addition to this direct monetary support for faculty teaching courses, the University employs staff and students in the areas of Office Information Technology and in the Center for Instruction, Research and Technology whose primary responsibility is to support the instructional mission of the institution. There are full time staff members in IT and CIRT to provide that indirect instructional support.  

**Distance education**

As is apparent in Table 3.2, web-based distance education has increased markedly during the review period. The number of sections of web-based courses has nearly tripled while enrollment in those sections has quadrupled. The faculty members involved in web-based distance education has also increased sharply. Certainly a portion of this increase can be attributed to the support provided to faculty offering to teach their courses in this environment.

<table>
<thead>
<tr>
<th>Table 3.2</th>
<th>Web-Based Distance Courses</th>
<th>Sections, Enrollments and Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>Sections</td>
<td>Enrollments</td>
<td>Distinct Instructors</td>
</tr>
<tr>
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<tr>
<td>2001</td>
<td>94</td>
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<td>2004</td>
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<tr>
<td>2009</td>
<td>270</td>
<td>3997</td>
</tr>
</tbody>
</table>

| Summer    | Distinct Instructors      | 740                                   |
| 2000      |                            | 49                                   |
| 2001      | 959                       | 84                                   |
| 2002      | 1614                      | 79                                   |
| 2003      | 1959                      | 82                                   |
| 2004      | 2323                      | 113                                  |
| 2005      | 2240                      | 149                                  |
| 2006      | 2599                      | 165                                  |
| 2007      | 3366                      | 122                                  |
| 2008      | 3771                      | 142                                  |
| 2009      | 3997                      | 131                                  |

| Fall      | Enrollments                | Distinct Instructors                |
| 2000      |                            | 122                                  |
| 2001      | 747                       | 55                                   |
| 2002      | 824                       | 96                                   |
| 2003      | 1093                      | 136                                  |
| 2004      | 1903                      | 136                                  |
| 2005      | 1723                      | 90                                   |
| 2006      | 2107                      | 83                                   |
| 2007      | 2418                      | 133                                  |
| 2008      | 2755                      | 94                                   |
| 2009      | 3997                      | 131                                  |

| Distinct Instructors | 42                           | 73                                   |
| 2000                 |                             |                                      |
| 2001                 | 49                           | 84                                   |
| 2002                 | 63                           | 79                                   |
| 2003                 | 63                           | 82                                   |
| 2004                 | 93                           | 113                                  |
| 2005                 | 94                           | 149                                  |
| 2006                 | 96                           | 165                                  |
| 2007                 | 122                          | 169                                  |
| 2008                 | 142                          | 189                                  |
| 2009                 | 131                          |                                      |

| Distinct Instructors | 70                           |                                      |
| 2000                 |                             |                                      |
| 2001                 | 55                           |                                      |
| 2002                 | 96                           |                                      |
| 2003                 | 136                          |                                      |
| 2004                 | 149                          |                                      |
| 2005                 | 140                          |                                      |
| 2006                 | 189                          |                                      |
| 2007                 | 207                          |                                      |
| 2008                 | 235                          |                                      |
| 2009                 | 234                          |                                      |

**New Faculty Orientation**

ISU’s newest faculty are supported in their teaching effectiveness with a semester-long course-equivalent experience where seasoned faculty conduct seminars with new faculty. Beginning with the fall 2007 class of new faculty, the program was designed to help new faculty adjust as quickly as possible. The typical faculty member receives a one-course reduction their first semester to attend these seminars. The syllabus covers myriad topics from preparing a syllabus to an overview of services designed for student success. All aspects of faculty life are covered. Chairpersons are asked not to assign courses to new faculty that conflict with its regular schedule and not to schedule new faculty to a full complement of courses. New faculty from departments who must schedule them to a full load are provided a faculty development stipend that they may

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131 Because some staff support the instructional, research, and administrative functions of the University, this data is represented in Full Time Equivalents

use for equipment, travel, research material, or any other reimbursement consistent with the
intent of faculty development.

New Faculty Orientation was a consequence of the 2005 Task force on the First Year report which noted the degree to which new ISU faculty were under-informed about the needs of ISU first year students and as a result under-prepared to teach them effectively. Implemented initially as a cooperative effort of First Year Programs and the Center for Instruction, Research and Technology, it is now a regular feature of that latter Center’s offerings. Its goals are to enhance the new faculty member’s role as an effective classroom teacher, and as appropriate a developmental advisor; enhance the new faculty member’s role as a productive researcher; and to support a new faculty member’s integration/engagement into the ISU Community. The intended outcomes are that a new faculty member will be able to: understand ISU’s culture and bureaucracy; implement multiple teaching strategies for a student-centered classroom; practice enhanced classroom management skills; develop a teaching philosophy; develop and/or maintain a research agenda as appropriate; create a promotion and tenure portfolio; create assessment instruments for courses; utilize technology in classroom and research when appropriate; understand the ISU student and climate.

Assessment of Teaching
The assessment of instruction is another way in which teaching is supported by the University. All students in all courses and all sections taught by all faculty are given the opportunity to review their instructors. The Student Instructional Report (or SIR) is the most common for of student evaluation, though many departments choose to use another instrument. Operationally, this has been the most difficult to implement for distance education students. Beginning in the fall semester of 2009 students in the distance education Nursing program were provided the opportunity to submit their evaluations electronically. This pilot was extended to all distance education students in the spring 2010 with the intention of extending this option to on-campus sections after that.

One option for ensuring accountability in instruction that has been pursued is to publicize faculty grade distributions so that students could take this into account when they enroll in courses. This idea, brought to the administration by the Student Government Association, was given preliminary approval in the fall of 2008 and implemented in the fall of 2009. Students can access the grade distributions of the faculty who have taught the course in the previous year.

Reward and Award
The final way in which effective teaching is supported is through recognition. Since 1969 the University has recognized outstanding teaching by bestowing the Caleb Mills award on two to four recipients per year. The once-in-a-lifetime award comes with a stipend, a plaque, a golden shoulder cord to be worn at commencement, inclusion on the Wall of Excellence in Hulman Memorial Student Union, and with a photograph honoring the winners in the Cunningham

Memorial Library. Two Colleges (Arts and Sciences\textsuperscript{135} and Business) have their own teaching awards as well.

Consistent with the special emphasis in community engagement and experiential learning, the University established the Community-based Learning and Scholarship Award\textsuperscript{136} in Spring 2006. This particular award can be won for community-based teaching activities or for community-based scholarship. Of those that have won the award, 3 have been recognized primarily for taking their teaching to the community, while two have earned the recognition primarily for their scholarship.

3C The organization creates effective learning environments.
Since 2000, there have been a number of changes to the physical, technological, and programmatic changes to the environment of the ISU campus. The vast majority of these changes have been to create or enhance the learning environment for students.

**Changes to Physical Environment**

**Changes within HMSU**
Hulman Memorial Student Union, renovated in 1991 and again in 2007, provides students with a centrally-located, extended hours place to meet. While it is crowded between 11am and 1pm every weekday, at other times it is a relatively quiet and quite comfortable location in which to study and work on homework. Because of the laptop requirement and ubiquitous wireless access, the sight of students working together in the HMSU commons area has become far more common. The addition of the Commuter Student Lounge, in 2001, has also allowed students a place to relax when they have significant gaps in the schedule. Combined, these resources have substantially increased the availability of effective, relaxed-environment study space.

**Change to Library Configuration**
Cunningham Memorial Library has undergone significant changes all designed to put the library at the center of student activity. The majority of these changes have occurred on the first floor. A coffee shop and reading area were placed at the entrance and are now a common gathering place for students to meet to begin their collaborative work on group projects. What had been row after row of computers has become a more inviting area for students to begin their search for information. The reference desk, with its bold neon question mark, has become an open invitation for help from a professional librarian.

The ISU library has followed the trend of most university libraries in clearing the floor space of materials that are now more readily available electronically. With “the stacks” gone from the first floor, there is now more space to create collaborative learning environments. The best example of the new space utilization model has been the expansion of the Writing Center\textsuperscript{137} from just one campus location to two locations; the second location is in a “can’t miss it” position on the first floor of the library. Also, what had been an annual pool of money for the Writing Center

\textsuperscript{135} Need to find
\textsuperscript{136} \url{http://www.indstate.edu/publicservice/Faculty_Award_Community-Based_Learning.htm}
\textsuperscript{137} \url{http://isu.indstate.edu/writing/}
has become part of the base budget with the cooperation of the Provost’s Office, the Library, the College of Arts and Sciences, First Year Programs, and the College of Graduate and Professional Studies. Since the library location opened, the Writing Center has seen a dramatic increase in usage. In addition, the Writing Center now offers writing assistance to distance learning students. The Writing Center hired a tutor specifically to help distance learners develop their writing skills. The tutor does this through a combination of e-mail, phone, and online consultations. The Writing Center website has also been revised to include a distance learning component for online assistance.

Additionally, the library is moving all the print journals into the basement. Print journals are used much less frequently since the advent of electronic journals. Placing the print journals in one location allows the library to more closely monitor the conditions of collections. Since the book collection will be consolidated to just two floors, users will be able to find their books more easily. In addition, these users will be able to look out the windows to see pleasant views of the campus. Upon completion of this project, additional open study space and group study areas will be created on the lower, second, and third floors of the library.

As part of the university’s commitment to community outreach, the library repurposed a large space on the first floor to serve as an events area that can be reset to fit meeting needs ranging from hosting a fundraising dinner for 100 to seating 250 for lectures or panel discussions. This room had been open on one side but was recently closed off with a glass wall that makes the area into a true presentation space and provides a sound barrier.

Another exciting change that the library has recently undergone is combining the second floor instructional computer lab and instructional classroom into one large lab with more individual computer seats which will more closely match the size of classes brought to the library for instructional sessions with librarians. This configuration will allow students to have their own computer during instruction, thus ensuring that students understand and can use the information they are receiving.

In 2009, a portion of the second floor of the library was repurposed to become a “commuter student living room.” Because approximately half of Indiana State University students live more than a five minute walk from campus, ISU’s office of First Year Programs hired a Program Coordinator assigned to the task of assisting these students. This space was designed to fill the two to three hour block of time between classes. The University’s on-campus residents often return to their residence halls when faced with such a time gap. This gives our commuter students a place to relax and study or read. Commuter students may also use their laptops in this area, either their own laptop or one checked out from the Circulation Desk located on the first floor. This area augments the Commuter Student Lounge in HMSU by providing more space nearer a physical environment conducive to studying. The commuter lounge is a collaborative effort between the library and the Enrollment Management, Marketing and Communication Department.

http://www.indstate.edu/commuter/
In response to student and faculty requests for a place to study where belongings can be left unmonitored, the library added ten locked personal study rooms, each with a wireless Internet connection. Each room has a desk, a chair, and an electrical outlet.

Residence Hall Changes
The 1997 renovation of Cromwell Hall that was followed two years later with the smaller scale renovation of Blumberg Hall, began a focused effort by the Residence Life staff to create learning spaces within the residence facilities. The latest addition to the portfolio of learning-enhanced living spaces is Burford Hall. When it was renovated in 2007, air conditioning, single rooms, and other living amenities were added. In addition, themed housing for nursing and business majors was added providing priority to these majors. The APA-RA model was extended to Blumberg as well. This model creates a distinction between the roles of the typical Resident Assistant (RA) and the Academic Peer Advocate (APA) where the former is assigned the traditional role of monitoring their floor to ensure compliance with residence hall rules and deal with relatively minor roommate issues. The APA’s role is different in that this experienced student is assigned to a pair of floors to take on the role of easing first year students’ transition to academic life. The APA helps coax students to see their professors, to visit the Student Academic Services Center’s free tutoring operations, to go to Supplement Instruction sessions offered for most lower division general education courses, and to help students understand the academic policies and procedures of the university. This model was first offered in the Cromwell and Blumberg Halls and was later demonstrated to significantly impact first year retention and grade success.

Classroom Modifications
Since the last review, Indiana State University has spent $10 million renovating classroom buildings. These renovations have included new HVAC systems in several buildings in which classes are offered, new student desks/chairs, Smartboards, Sympodiums, and Cabinet and Projector systems. Currently every classroom that seats more than 30 students has one of these systems as do many others. In fact, fewer than 15 regular (non-special use) classrooms on campus have no technology beyond a whiteboard/chalkboard. Additionally, every classroom has sufficiently dense wireless capacity that every student can access the internet and simultaneously under typical conditions. Finally, four large classrooms have Personal Response System (clicker) receivers whereby faculty can take attendance, give quizzes, and check understanding in settings where it was previously impossible to do so.

Changes to Technology
Wireless
As soon as wireless technology was available, Information Technology made a commitment to installing wireless nodes throughout the University. After the arrival of new students in the Fall of 2004 resulted in the complete shutdown of the University’s network due to viruses and malware loaded on personal student computers, the University decided to require Cisco Clean Access for all non-ISU owned computers as a condition for using the network. Every student can access the internet from anywhere on campus.

http://www.indstate.edu/reslife/academic_peer_advocate.htm
http://web.indstate.edu/oit1/userservices/wireless/
Smart rooms

The typical classroom at Indiana State University has between 25 and 50 seats with eighteen having between 50 and 100 seats, and five having more than 100 seats. Every classroom with more than 30 seats has, at minimum, a cabinet and projector system with a computer, DVD player, VHS player, speakers with volume control, internet access, and a projector. All but 15 classrooms with fewer than 30 seats are so equipped. There is single-port connectivity of laptops to these systems so that faculty can use their own computers to drive the presentations.

Faculty Laptop Program

Starting with the spring 2006 semester, Information Technology began to provide faculty with standardized and leased laptop computers.\textsuperscript{141} The foreseen benefits to this approach were that

- it would dovetail with the requirement that incoming freshmen purchase laptops,
- it would complement the laptop scholarship program,\textsuperscript{142}
- basic setups would be pre-installed on all machines to include Novel, Novel Groupwise, the Microsoft Office Suite, and Key Access that allows access to site license software such as SAS, SPSS, Banner, and Nolij Web,
- a pool of loaner machines would be available when breakdowns occurred.

Distribution of these laptops occurred in two waves (spring of 2006 and 2007) with their lifetime expected to be three years. Three years into the program it appears that many of the anticipated benefits did accrue to the faculty using the laptops, though because the first wave was dominated by high end users, a portion of them assert that these computers were underpowered relative to their more robust needs. This performance factor was considered when this group of faculty was presented with their alternatives in the summer of 2009.

Changes to Program, Services, & Processes

American Democracy Project

In 2003, Indiana State University was one of 25 institutions to join the American Democracy Project (ADP). The project is a joint effort of the American Association of State Colleges and Universities and the New York Times. In 2004, ISU was recognized for its 4002 in 2004 voter registration drive. Again in 2008, the ISU ADP launched a voter registration and education program, Debate Watch events, and Pizza and Politics where students and faculty discussed the issues in the 2008 Presidential election. The project’s civic engagement goal dovetails perfectly with ISU’s special emphasis.

Student Academic Services Center

The Student Academic Services Center\textsuperscript{143} (SASC) houses tutoring,\textsuperscript{144} the Supplemental Instruction (SI) Program\textsuperscript{145}, academic advising for the Academic Opportunity Program\textsuperscript{146} (AOP),

\textsuperscript{141} Lenovo IBM Thinkpad Laptops were the default equipment, though faculty with specialized needs could petition their Dean for a MACBook, a Windows-based desktop, or a MAC desktop.
\textsuperscript{142} Students who apply by December 1\textsuperscript{st} and confirm their enrollment by May 1\textsuperscript{st} and who have a 3.0 or better GPA are given a laptop computer on entry to the University.
\textsuperscript{143} http://web.indstate.edu/sasc/
\textsuperscript{144} Except for Math and Writing which are housed in separate centers controlled by their respective departments.
and the Open Preference Program\(^ {147}\) (OP), as well as ISU’s TRIO grants.\(^ {148}\) The center began in
1994 to centralize these functions. In 2006, in a recommendation made by the Task force on the
First Year\(^ {149}\) (TAFFY), the SI changed its policy to attempt to provide Supplemental Instructors
for every section of every course for which the DFW rate was in the top ten of courses enrolling
more than 100 students. This effectively tripled the program size.

Two separate internal studies of program results showed that students with high school GPAs
under 3.0 that were in AOP were more likely to be retained and likely to have a higher first year
GPA than students not so admitted.\(^ {150}\) While overall rates of first year retention, four and six year
graduation, and first year GPA are lower for AOP students than non-AOP students,\(^ {151}\) this is a
predictable result of their relatively weak pre-entry statistics.

**Portal & Alert System**

All ISU students, staff, and faculty have access to all e-mail, academic, and financial information
through the ISU Portal. The functionality of the Portal has increased steadily since it was
introduced in 1998. In the initial phase of the Portal, it was simply the new location for student
e-mail. Registration capability was added in 2002, financial aid, billing, and financial hold
information was added in 2003, and links to Blackboard were added in 2004. In 2007, in the
aftermath of the Virginia Tech experience, ISU added an email and opt-in text messaging alert
service to faculty, students, and staff.

**Course Management Software**

When ISU began offering web-based distance education courses in 1999, all courses were
created from scratch using HTML editors and without the aid of any course management
software. Through the early part of this decade the University supported Web Course in a Box,
WebCT, and Blackboard. In 2003, Information Technology (IT) transitioned all courses to
Blackboard. Later that same year, IT began to encourage and support wide-spread use of
Blackboard for all courses. Currently, every course is Blackboard enabled with the vast majority
of 100 and 200 level courses having a Blackboard component.

**DARS**

As early as 1989, when an innovative yet complicated General Education curriculum was
introduced, students and advisors were asking for an electronic degree audit. In 1994, ISU
contracted with a new software company to create a Degree Audit and Reporting System
(DARS). It was not until the late 1990s that it was ready for general use, and not until 2002 that
it became a widely used advising tool. With the assistance of a staff member hired specifically to
program every curricular change into DARS, it is now a functionality that is so widely trusted
that the College checkout process for graduation is now done with it. This success also led the
College of Graduate and Professional Studies to implement DARS for all graduate programs beginning with the Fall 2010 semester.

It has recently become interactive such that students can find the courses they would need to take if they changed their major or added a major or minor. The courses listed in the program now link out to the catalog descriptions of the courses. The goal is to integrate DARS with the Portal registration tool and in so doing, allow a student to call up a DARS, click on a course they are missing for graduation and choose a section in which to register.

**CAS**

Because an increasing number of students in Indiana are choosing to transfer their credit between schools, Indiana partnered with other institutions in creating and implementing the Course Applicability System\(^{152}\) (CAS), which automatically allows a student to evaluated their transfer credit from one Indiana (and selected Illinois) college to another.

**Grade Appeal**

Until spring 2009, grades were the purview of the individual faculty member that assigned those grades. Students who appealed grades had to convince the faculty member that the assigned grade was incorrect. Though the cases in which the faculty member refused to change the grade when the evidence was overwhelming were few, that was nevertheless cause for concern for the Student Government Association (SGA). In 2009, at the request of SGA, the Faculty Senate constructed a policy that allowed for a grade to be changed over the faculty member’s objections and under a narrow set of appealable circumstances.\(^{153}\) Grade appeals are heard by a faculty committee in the College of the faculty member. The policy also addresses grade appeals of faculty members no longer employed by the University.

**Freshman Dismissal Rule**

During the review period the dismissal rule for freshmen was examined. At the time freshmen with a GPA less than 2.0 after their first semester were placed on academic probation and if while on probation they earned a 1.7 or less, they would be dismissed. The University Academic Advising Committee (no longer in existence) noted that for students earning a GPA less than 1.0 during their first semester, the expectation for their spring semester, should they return, was a term GPA of less than .70 (with a third of these students earning a 0.0), and that their long term graduation rate was less than 1%. It was recommended that Freshmen earning less than a 1.0 be

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\(^{152}\) [http://www.indstate.edu/isu-cas/](http://www.indstate.edu/isu-cas/)

\(^{153}\) Appealable Items

- An error in the calculation of the grade.
- The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the same section of the same course, in the same semester, with the same instructor.
- The assignment of a grade to a particular student on some basis other than performance in the course.
- The assignment of a grade by a substantial departure from the instructor's previously announced standards for that section of that course.
- The assignment of a grade by a substantial departure from the written departmentally approved standards for a course.
dismissed because, it was reasoned, these students need time away to gain whatever motivation
to learn they lacked on their first attempt and that the negative academic and financial
consequences of further failure were too great. The Faculty Senate passed this recommendation
in the fall of 2006 and it was in place in the fall of 2007.

**Student Affairs Outcomes Assessment Work**

In 2006, the Vice President for Student Affairs began an internal program of assessing his unit
against internally derived learning standards for their area. The systematic approach included
faculty who were closely involved with Student Affairs reviewing reports written by the various
units.

3D The organization’s learning resources support student learning and
effective teaching.

**Budgetary resources for Student Learning Support**

**Math Center**
The Math Center was reorganized in fall 2008 and now has a line-item budget of $30,000 for
which the Chairperson of the Department of Mathematics and Computer Science hires graduate
assistants to answer questions of students in all mathematics courses. Their typical hours of
operation are 9am-9pm Monday through Thursday and 9am-4:30pm on Friday.

**Writing Center**
As referenced above, the Writing Center\(^{154}\) now has a second location in Cunningham Memorial
Library. Starting in the Spring 2008 semester the Writing Center has a separate line item budget
of $30,000. This budget is augmented by the College of Graduate and Professional Studies with
a $7,000 stipend and a graduate fee waiver for a graduate student to assist other graduate
students with their theses.

**SASC**
The Student Academic Services Center\(^{155}\) has seven professional staff members, and several
graduate assistants/interns to serve its multifaceted mission of helping students. The majority of
its professional staff work with particular programs. Two professional staff work with disabled
students, while one coordinates all tutoring as well as the supplemental instructor program.
Another staff member coordinates the first year seminar (University 101\(^{156}\)). Five staff members
are assigned as professional advisors to the AOP and OP programs. The office is open during
regular business hours but the facility is teeming with students and tutors late into the evening as
study halls and tutoring appointments are constantly going on after the professional staff leave
for the day. For the tutoring operation alone, the typical year sees more than 1000 student visits.

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\(^{154}\) [http://isu.indstate.edu/writing/](http://isu.indstate.edu/writing/)

\(^{155}\) [http://www.indstate.edu/sasc/](http://www.indstate.edu/sasc/)

\(^{156}\) [http://www.indstate.edu/sasc/programsdirectory/acadopportunity/university101.htm](http://www.indstate.edu/sasc/programsdirectory/acadopportunity/university101.htm)
Budgetary Resources for Faculty Support

The Center for Instruction, Research, and Technology

As mentioned previously, CIRT has a mission that extends beyond instructional support. Still, that support is considerable. In 2008, the Office of Information Technology (OIT, to which CIRT reports) spent nearly $630,000 on direct instructional support projects. Indirectly, OIT spent $1.7 million on internet upgrades. Of the $1.2 million collected from the technology fee that students are charged, $180,000 was spent on media-enhanced classroom spaces and $350,000 on computer labs (which often serve as instructional spaces for software-intensive classes.) The CIRT has a staff of sixteen, of which eleven are entirely dedicated to instructional and research support, while the Director and the Coordinator of Interactive Media Design spend considerable time on instructional support activities.

Travel

Faculty are encouraged to build upon their disciplinary knowledge by publishing and presenting in scholarly venues as well as by participating in academic conferences. Base-budget support for conference travel typically covers between 25% and 33% of total expenses for a single national conference though many departments augment their base travel dollars with grant funds. Nearly $7 million was spent supporting faculty travel between 2000 and 2007. The purposes of that travel varied widely by traveler. Some of the travel resulted from courses taught away from campus. Some travel resulted from teacher education faculty, athletic training, nursing, and social work faculty meeting their obligations to supervise student work. The majority of the dollars, if not the majority of occurrences, are attributable to faculty attending professional conferences. These data are provided in Table 3.3.

157 Until all students are required to have a laptop and until the relevant classrooms have the physical layout conducive to software instruction, many faculty have decided it is necessary to use the computer labs to teach software-intensive topics.

158 As a result of this self-study it was determined that the departmental budget personnel categorized this latter form of travel differently (with some recording it as professional development and others recording it as operational), and as a result, it is currently impossible to determine whether faculty conference support has increased or decreased during the period.
Table 3.3
Travel Support for Faculty
2000-2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional Development</th>
<th>Operational</th>
<th>Total</th>
<th>Professional Development</th>
<th>Operational</th>
<th>Total</th>
</tr>
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<tr>
<td>2000</td>
<td>953</td>
<td>515</td>
<td>1468</td>
<td>$623,898.98</td>
<td>$215,017.66</td>
<td>$838,916.64</td>
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<tr>
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<td>870</td>
<td>543</td>
<td>1413</td>
<td>$636,626.39</td>
<td>$261,242.61</td>
<td>$897,869.00</td>
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<tr>
<td>2002</td>
<td>680</td>
<td>732</td>
<td>1412</td>
<td>$486,389.81</td>
<td>$441,642.85</td>
<td>$928,032.66</td>
</tr>
<tr>
<td>2003</td>
<td>486</td>
<td>776</td>
<td>1262</td>
<td>$347,118.78</td>
<td>$457,136.90</td>
<td>$804,255.68</td>
</tr>
<tr>
<td>2004</td>
<td>449</td>
<td>740</td>
<td>1189</td>
<td>$320,719.73</td>
<td>$522,125.39</td>
<td>$842,845.12</td>
</tr>
<tr>
<td>2005</td>
<td>392</td>
<td>629</td>
<td>1021</td>
<td>$297,393.02</td>
<td>$486,297.77</td>
<td>$783,690.79</td>
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<td>2006</td>
<td>422</td>
<td>740</td>
<td>1162</td>
<td>$380,658.85</td>
<td>$557,558.32</td>
<td>$938,217.17</td>
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<tr>
<td>2007</td>
<td>470</td>
<td>655</td>
<td>1125</td>
<td>$409,698.39</td>
<td>$472,373.64</td>
<td>$882,072.03</td>
</tr>
</tbody>
</table>

Budgetary Resources for Support of First Year Students

First Year Programs

As a condition for accepting the “Transforming the First Year Experience” Lilly Endowment grant funds in 1996, ISU was committed to create a structure and a budget to continue with successful programs attempted during the grant period. One consequence of that was the 2002 creation of First Year Programs ¹⁵⁹ (FYP). This unit was charged with the development, staffing, and maintenance of learning communities, and the summer reading program, and to serve as the lead office for Academic Affairs in a collaborative effort with Admissions and Student Affairs to produce Sycamore Advantage (then the name of our June registration program) and Knowing Sycamores (then the name of our August new student orientation program). The Coordinator of First Year Programs was a faculty member and had a staff member for support. Except for Sycamore Advantage related expenses, the budget for the office was $140,000.

When that faculty member returned to his full-time faculty duties in 2008, the office’s reporting line was transferred to Enrollment Management Marketing and Communication (a Vice Presidential unit that was created in 2007 and to which Admissions, Financial Aid, and the marketing and communications offices now report). The same responsibilities that were with FYP now fall to the Director of First Year Programs with the exception of learning communities. This mainly academic function remained with Academic Affairs with the Coordinator of General Education taking the lead in their development in 2008 and 2009 and the Associate Vice President for Student Success managing them thereafter. FYP now has, two Program Coordinators (one for commuter students and one for new student programs) as well as graduate students supported by funds from the College of Graduate and Professional Studies.

¹⁵⁹ [http://www.indstate.edu/fyp/](http://www.indstate.edu/fyp/)
Sycamore Advantage/New Student Orientation
The same transition that occurred in First Year Programs occurred in the registration and orientation programs. The staff of First Year Programs now takes the lead in both the summer program called “New Student Orientation” and the August “Fall Welcome” program. The summer registration program is now a two-day program with students staying overnight in a recently renovated Burford Hall. While the total number of hours where students are meeting with faculty and staff advisors and service personnel remain roughly the same, the residence hall overnight offers a chance for seasoned and successful students to talk to new students about the importance of the high school to college transition in an informal and inviting setting. It is believed that this will translate into an easier transition, which, it is expected, will translate into greater student success. Because of the extra costs of the overnight, the programs budget was increased from $100,000 to nearly $200,000 in 2009 with the extra expenses covered by a $75 program fee.

Budgetary Resources for Assessing Support of Students
NSSE
As part of the University’s commitment to understanding and assessing student success, the National Survey of Student Engagement (NSSE) is administered every other year for both Freshmen and Seniors. The results, particularly on the subject of academic challenge, motivated further inquiries into the curriculum. In particular, a study produced in a joint venture of the Honors Program and First Year Programs noted that though students generally viewed the academic challenge at ISU as being less than students at other NSSE schools, there was no discernable pattern or distinguishing characteristics to the ISU students who felt that way. Specifically, there was no relationship between measures of academic preparedness and student views of academic challenge. There was also no relationship found between student attitudes towards academic challenge and the difficulty (as indicated by relatively low grade distributions) of the courses in which individual students enrolled. Neither was there a pattern by major. None of the more than twenty hypotheses on the subject of academic challenge generated by the committee were supported by the data.
NSSE results, did however, reflect a growing recognition by first year students that they were enrolled in learning communities and it also showed a growing participation in community engagement activities. These were taken as affirmation of the University’s direction in these areas.

Staffing in Institutional Research
In 2002, when ISU transitioned from Lilly Endowment grant dollars to base budget dollars to support the first year experience, a new position was created in the then Office of Strategic Planning, Institutional Research and Effectiveness (now named the Office of Institutional Research and Assessment) to analyze program effectiveness and student success. As a result, internal studies of program effectiveness have helped shape university policy on academic

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160 http://www.indstate.edu/fyp/orientation.htm
161 http://www.indstate.edu/fyp/fall_welcome.htm
162 http://irt2.indstate.edu/home/stats/surveys/surveys.htm#nsse
advising, learning communities, admissions policies, and other retention and success programs.\(^{163}\)

**The Position of Director of Assessment and Accreditation**

In 2003, a full time professional position was created to support NCATE accreditation for the College of Education. When that process was complete, the position transitioned to become the Director of Assessment and Accreditation. Between 2007 and 2009, this office assisted many departments create and maintain assessment processes. The position was vacated twice during the period but the need for the position, even in light of continuous budgetary concerns, led to its quick refilling. This position was moved into the Office of Institutional Research and Assessment in 2009.

**Student Success Council**

At the same Board of Trustees meeting that approved the Assessment Council, a twenty person Student Success Council was established. This council is headed by the Associate Vice President for Student Success (a position created and filled in 2009) and has representation from the undergraduate colleges, the Honor’s Program, General Education, First Year Programs, faculty staff, and students. The Council’s initial charge was to provide leadership in the creation of a unified student success program as outlined in the *The Pathway to Success*\(^{164}\) strategic plan of 2009.

**Moving Forward**

As the University moves beyond the current accreditation cycle, we have the opportunity to build upon the considerable work done for this visit. In particular, now that we have created assessable learning outcomes and instruments to collect data, we have the opportunity critically examine our curriculum for student success. The formation of the Assessment Council as a university-wide, Board of Trustees established body is a good indicator of the intent of the institution to focus continuous attention on assessment for programmatic improvement and student success. It provides us with the vehicle by which we can embrace assessment as a means to a laudable end rather than the decennial activity required for accreditation.

This change in culture would create the expectation that new programs, whether they be academic or co-curricular, to create assessable learning outcomes and assessment mechanisms at their inception in order to garner their first dollar. It also creates a means by which to judge whether programs achieved the goals for which they were established. This will be of significant assistance to those who must allocate scarce resources.

Similarly, such a cultural shift will allow ISU’s distance programs to be assessed more rigorously. Course assessment, through the use of portal-enabled student evaluations, will allow all distance students to provide input into courses in the same way on campus students have for several years. Though there are notable exceptions, the current state of assessment in distance education lags that of on-campus program assessment, there is reason to believe that lag can quickly be addressed using the same principles applied to on-campus assessment.

\(^{163}\) [http://irt2.indstate.edu/home/stats/stats.htm#briefs](http://irt2.indstate.edu/home/stats/stats.htm#briefs)

\(^{164}\) [http://www1.indstate.edu/strategic_plan/](http://www1.indstate.edu/strategic_plan/)
A continued data-based assessment culture could also allow ISU to address one of its more vexing challenges: its bimodal student population. ISU enrolls many very good students who, according to NSSE data, report relatively low levels of academic challenge while simultaneously attempting to serve students who are underprepared for the challenges of college level work. It is that much more difficult to evaluate programs when they are perceived very differently by students of differing ability. It is impossible to do so without a careful assessment process.
Chapter Five

CRITERION FOUR:
ACQUISITION, DISCOVERY, AND THE APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Introduction
At its February 2008 meeting, the Board of Trustees ratified a new, much shorter and more direct Mission Statement that, in two sentences, captured what Indiana State University is and what it does. It highlights Indiana State University’s focus on teaching at both the graduate and undergraduate level, it encompasses ISU’s special emphasis and commitment to community engagement and public service, and it underscores the University’s pedagogy of “engaging, challenging, and support[ing]” students. As indicated above, these Mission and Values statements were edited slightly in 2009 in the process of strategic planning that was initiated by President Bradley.

MISSION STATEMENT
Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

VALUES
I ndiana Integrity
We demonstrate integrity through honesty, civility, and fairness.

S tate Scholarship
We value high standards for learning, teaching and inquiry.

T ransforming
We foster personal growth within an environment in which every individual matters.

R esponsibility
We uphold the responsibility of university citizenship.

E ducation
We provide a well-rounded education that integrates professional preparation and study in the arts and sciences with co-curricular involvement.

E mbrace Diversity
We embrace the diversity of individuals, ideas, and expressions.

S tewardship
We exercise stewardship of our global community.
The University’s words are also backed up by the University’s dollars. Whether the dollars are spent on faculty development, travel, support for research, recognition of teaching and research productivity in promotion and tenure decisions, Indiana State University demonstrably puts its money behind this Mission Statement.

That view translates to the University’s curriculum as an increasing number of majors, minors, and courses follow community engagement and experiential learning pedagogy as outlined in the special emphasis portion of this self study. In addition, in 2009 the University passed and began development of a general education curriculum that not only builds upon the special emphasis, but explicitly requires students to begin pursuing a life of integrating knowledge from disparate sources and viewpoints. The three-course, upper-division integrative electives requirement ensures that students begin to bring different ways of knowing together to tackle complex social issues.

The general education (Foundational Studies), undergraduate, and graduate curricula are under constant assessment and evaluation to ensure that not only are the learning outcomes of each academic program met but that the learning outcomes themselves are the correct ones. In many programs this is accomplished through the specialized accrediting process, while in the non-accredited graduate programs this is accomplished via a mandatory five-year program review. The just-initiated Foundational Studies program also incorporates policies and procedures designed to provide for regular evaluation directed at quality enhancement. Thus, all courses in each category of “ways of knowing” are evaluated on a three-year review cycle. Furthermore, the Foundational Studies Council process will begin each three-year cycle with an evaluation of the learning objectives for the program generally and for each of its ways of knowing.

Indiana State University takes seriously its obligation to maintain the safe, responsible, and ethical treatment of human and animal subjects and its obligation to meet high standards for the management of biological and hazardous materials. The Institutional Review Board\(^{165}\), the Institutional Animal Care and Use Committee, and the University Institutional Bio-safety Committee each meet to review research proposals to ensure protocols are established that are consistent with the highest national standards. ISU also maintains policies and practices to ensure the responsible use of technology and that all forms of intellectual property (whether they are owned by the University, the University’s faculty, or are privately held) are protected.

In 2006, the administration determined that it was important to electronically document the scholarship of faculty, especially in light of the new direction of the University. While the decision to engage in a special emphasis was not yet made, the decision to focus the University on community engagement and experiential learning had been made. It was determined that Digital Measures, a web-based system for tracking faculty activity, would be the means by which faculty report their annual activities. For the first time, this allowed administrators from the Provost to department chairpersons to track and report on faculty activity using a data management system. It also allowed faculty to tag scholarship as being relevant to the new direction. The system is constantly being evaluated to determine ways to improve the intuitive nature of data entry for faculty and data retrieval and reporting for the administration.

\(^{165}\) http://www.indstate.edu/irb/
Though faculty have been encouraged to put their pre-2006 publications into Digital Measures, it was not required. Currently, Digital Measures is the only acceptable method of faculty activity reporting. Data prior to 2006 are not considered as complete as data after 2006. These data are also used by Deans, Department Chairpersons, and personnel committees when compensation issues are addressed.

4A The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Scholarship

Faculty Scholarship
The faculty of Indiana State University are active scholars in their fields and demonstrate this by presenting their research at regional, national, and international conferences and producing a wide variety of published scholarship. While the mission of Indiana State University does not necessitate that a faculty member be prolific in publication, it does require an active research agenda for faculty so that their knowledge and methods are current. By and large, tenured faculty are free to choose the outlet for their scholarly activity, although tenure standards in some colleges and departments require scholarship of a particular type. Because the data from Digital Measures are incomplete prior to 2006, Tables 4.1 and 4.2 only include information for calendar years 2006 through 2008.

Table 4.1
Scholarship by Type, College, and Year

<table>
<thead>
<tr>
<th></th>
<th>Books</th>
<th>Curriculum, and Instructional Materials</th>
<th>Book Chapters, Journal Articles etc</th>
</tr>
</thead>
<tbody>
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<td>Arts</td>
<td>28</td>
<td>29</td>
<td>28</td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nursing and Health</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>40</td>
<td>40</td>
<td>38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Book Reviews, Trade Material, &amp; Technical Reports</th>
<th>Grants, Contracts and Sponsor Research</th>
<th>Conference Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>35</td>
<td>41</td>
<td>33</td>
</tr>
<tr>
<td>Business</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Education</td>
<td>1</td>
<td>7</td>
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<td>Library</td>
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<td>9</td>
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<tr>
<td>Nursing and Health</td>
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</tr>
<tr>
<td>Totals</td>
<td>66</td>
<td>65</td>
<td>65</td>
</tr>
</tbody>
</table>
Many of the faculty of Indiana State University have taken the new mission of community engagement and experiential learning to heart and have adjusted their research agendas to produce scholarship with this in mind. Faculty report which of their articles, books, and presentations fit into each category with the categories being defined for them in Digital Measures. As can be seen from Table 4.2, a significant portion of the scholarship produced by the University’s faculty has a community engagement, or experiential learning aspect to it. In many cases the scholarship contains elements of both.

### Table 4.2
Experiential Learning and Community Engagement Scholarship
By Type, College, and Year

<table>
<thead>
<tr>
<th></th>
<th>Experiential Learning</th>
<th>Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>64</td>
<td>49</td>
</tr>
<tr>
<td>Business</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Education</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Nursing and Health</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Technology</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>123</td>
<td>129</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Experiential Learning</th>
<th>Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>90</td>
<td>101</td>
</tr>
<tr>
<td>Business</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Education</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>Library</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Nursing and Health</td>
<td>34</td>
<td>11</td>
</tr>
<tr>
<td>Technology</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>177</td>
<td>184</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Experiential Learning</th>
<th>Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>110</td>
<td>116</td>
</tr>
<tr>
<td>Business</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>31</td>
<td>39</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Nursing and Health</td>
<td>30</td>
<td>26</td>
</tr>
<tr>
<td>Technology</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>191</td>
<td>199</td>
</tr>
</tbody>
</table>

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166 These include research activities whose substance is on these community engagement and/or experiential learning, as well as research activities with a disciplinary focus that provide for students' experiential involvement and/or engage the faculty with the community.
It should be noted that, viewed uncritically, these data would appear to show a decrease in faculty research activity. A return to Chapter 1’s discussion of faculty counts (page 9) and Chapter 4’s discussion of faculty travel support (page 68) provides a partial explanation. Since Fall 2005, the tenured and tenure-track faculty, the only ones expected by their job description to engage in scholarship, have decreased by ten percent. Additionally, since 2000, spending on travel support for faculty has remained flat so that in inflation adjusted terms, it has also fallen significantly.

Similarly, it should be noted that this data only includes externally funded Grants, Contracts and Sponsored Research. In 2006, the University initiated two aggressive internal programs, Distinctive Programs and Promising Scholars, supported by a grant from Lilly and Institutional dollars. This initiative, while providing considerable support to projects incorporating Experiential Learning and Community Engagement, was coincident to reduced emphasis on external support.

**Student Scholarship**

As can be seen in Table 4.3, most of the graduate students who complete degrees at Indiana State University do so by completing a thesis of some sort. The number of doctoral degrees (PhD’s and PsyD’s) has risen through the years, largely attributable to programs in the College of Education.

<table>
<thead>
<tr>
<th>Year</th>
<th>Doctoral Degrees</th>
<th>Thesis Option Master of Arts Degrees</th>
<th>Thesis Option Master of Sciences Degrees</th>
<th>Non-Thesis Option Master of Sciences Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>61</td>
<td>35</td>
<td>26</td>
<td>420</td>
</tr>
<tr>
<td>2001</td>
<td>50</td>
<td>21</td>
<td>17</td>
<td>189</td>
</tr>
<tr>
<td>2002</td>
<td>45</td>
<td>18</td>
<td>20</td>
<td>365</td>
</tr>
<tr>
<td>2003</td>
<td>36</td>
<td>22</td>
<td>18</td>
<td>321</td>
</tr>
<tr>
<td>2004</td>
<td>48</td>
<td>16</td>
<td>15</td>
<td>321</td>
</tr>
<tr>
<td>2005</td>
<td>62</td>
<td>19</td>
<td>22</td>
<td>295</td>
</tr>
<tr>
<td>2006</td>
<td>66</td>
<td>12</td>
<td>20</td>
<td>460</td>
</tr>
<tr>
<td>2007</td>
<td>68</td>
<td>17</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student scholarship is not confined to the culminating degree experience only. Graduate and advanced undergraduate students are encouraged and supported in their production of scholarship. One aspect of that is the Research Showcase of the College of Graduate and Professional Studies. The data from 2004 to 2009 for this program are shown in Table 4.4. An additional aspect of this College’s support for research is the $25,000 pool it created to support research.
Table 4.4
Research Showcase Presentations
A Celebration of Student Scholarship

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Masters Level</th>
<th>Doctorate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>Oral</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Poster</td>
<td>4</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>2005</td>
<td>Oral</td>
<td>10</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Poster</td>
<td>26</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2006</td>
<td>Oral</td>
<td>10</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Poster</td>
<td>17</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>2007</td>
<td>Oral</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Poster</td>
<td>16</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>Oral</td>
<td>5</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Poster</td>
<td>17</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>2009</td>
<td>Oral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poster</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Support for Scholarship

Financial Support for Faculty Scholarship
There are many ways in which the University supports the scholarship of its faculty. From support for leaves, to collective efforts to secure grants that provide research support, to travel support, to faculty development efforts specifically designed to support scholarship, to providing professionals to assist with grant writing and computer support, the University takes a multi-pronged approach to assist its faculty in their scholarship.

Indiana State University has a generous sabbatical leave policy that provides full salary and benefits to faculty who qualify for a semester leave and sixty percent of salary and full benefits for faculty who qualify for a year-long sabbatical. The vast majority of sabbatical plans that provide a clearly articulated research agenda with enumerated benefits of the agenda that would accrue to the University are approved. Faculty must complete twelve full-time semesters between sabbaticals. A summary of approved sabbaticals is provided in Table 4.5.
During the review period, the University was also aggressive in seeking grant-based research support. A Lilly Endowment grant was leveraged with $750,000 of internal dollars to invest in the development and expansion of programs having a State, National, and International prominence. This Distinctive Programs Initiative dovetailed with a similarly funded Promising Scholars program. In that program 48 junior faculty were identified over four years as having active research agendas worth of significant financial support. This support is in addition to the support allocated to faculty who apply to either the University Research Committee or the University Arts Endowment Committee. These grants are typically given as summer support or to give release time to faculty during the academic year. Often this is intended to be seed money as faculty seek other external grant opportunities. The allocations are shown in Table 4.6.

Table 4.6
Internal Research and Creativity Grants

<table>
<thead>
<tr>
<th>FY</th>
<th>University Research Grants</th>
<th>University Arts Endowment Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of awards</td>
<td>Dollar amount of awards</td>
</tr>
<tr>
<td>1999</td>
<td>14</td>
<td>$47,895</td>
</tr>
<tr>
<td>2000</td>
<td>14</td>
<td>$56,121</td>
</tr>
<tr>
<td>2001</td>
<td>18</td>
<td>$68,459</td>
</tr>
<tr>
<td>2002</td>
<td>11</td>
<td>$30,161</td>
</tr>
<tr>
<td>2003</td>
<td>24</td>
<td>$66,106</td>
</tr>
<tr>
<td>2004</td>
<td>29</td>
<td>$68,453</td>
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<tr>
<td>2005</td>
<td>10</td>
<td>$43,318</td>
</tr>
<tr>
<td>2006</td>
<td>12</td>
<td>$51,771</td>
</tr>
<tr>
<td>2007</td>
<td>11</td>
<td>$37,618</td>
</tr>
<tr>
<td>2008</td>
<td>9</td>
<td>$42,844</td>
</tr>
<tr>
<td>2009</td>
<td>TOTAL</td>
<td>TOTAL</td>
</tr>
<tr>
<td></td>
<td>$512,746</td>
<td>$180,528</td>
</tr>
</tbody>
</table>
The Office of International Affairs provides a wide range of grants to support faculty engaged in international projects. Between 2003 and 2008, 137 faculty trips were supported by International Travel Grants. This support assisted faculty in their travel to 28 separate countries, with travel to China and Morocco dovetailing with institutional agreements in these countries.

Faculty were supported in their travel more generally. Nearly $7 million was spent supporting faculty travel between 2000 and 2007. The purposes of that travel varied widely by traveler. Some of the travel resulted from courses taught away from campus. Some travel resulted from teacher education faculty, athletic training, nursing, and social work faculty meeting their obligations to supervise student work. The majority of the dollars, if not the majority of occurrences, are attributable to faculty attending professional conferences. These data are provided in Table 4.7.167

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional Development</th>
<th>Operational</th>
<th>Total</th>
<th>Professional Development</th>
<th>Operational</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>953</td>
<td>515</td>
<td>1468</td>
<td>$623,898</td>
<td>$215,017</td>
<td>$838,916</td>
</tr>
<tr>
<td>2001</td>
<td>870</td>
<td>543</td>
<td>1413</td>
<td>$636,626</td>
<td>$261,242</td>
<td>$897,869</td>
</tr>
<tr>
<td>2002</td>
<td>680</td>
<td>732</td>
<td>1412</td>
<td>$486,389</td>
<td>$441,642</td>
<td>$928,032</td>
</tr>
<tr>
<td>2003</td>
<td>486</td>
<td>776</td>
<td>1262</td>
<td>$347,118</td>
<td>$457,136</td>
<td>$804,255</td>
</tr>
<tr>
<td>2004</td>
<td>449</td>
<td>740</td>
<td>1189</td>
<td>$320,719</td>
<td>$522,125</td>
<td>$842,845</td>
</tr>
<tr>
<td>2005</td>
<td>392</td>
<td>629</td>
<td>1021</td>
<td>$297,393</td>
<td>$486,297</td>
<td>$783,690</td>
</tr>
<tr>
<td>2006</td>
<td>422</td>
<td>740</td>
<td>1162</td>
<td>$380,658</td>
<td>$557,558</td>
<td>$938,217</td>
</tr>
<tr>
<td>2007</td>
<td>470</td>
<td>655</td>
<td>1125</td>
<td>$409,698</td>
<td>$472,373</td>
<td>$882,072</td>
</tr>
</tbody>
</table>

The Office of Sponsored Programs offers support for faculty travel as it relates to faculty attempts to garner external funds for their research. Between 2004 and 2008, more than $20,000 was allocated to thirty faculty in this effort.

Finally, a portion of the Center for Instruction, Research and Technology’s faculty development budget is allocated to research support. Through mini-grants and grant writing assistance, the University provides financial, logistical, and personnel to faculty actively seeking external funding.

\[167\] As a result of this self-study it was determined that the departmental budget personnel categorized this latter form of travel differently (with some recording it as professional development and others recording it as operational), and as a result, it is currently impossible to determine whether faculty conference support has increased or decreased during the period.
OIT Faculty Mini-Grants
Beginning in 2004, the Office of Information Technology started offering relatively small grants to faculty to allow them to explore the uses of technology in their teaching and research. In the five years in which the grants were offered, 77 were granted.

Table 4.8
OIT Mini-Grant Awards

<table>
<thead>
<tr>
<th>Semester</th>
<th>Awards</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>11</td>
<td>$49,705</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>15</td>
<td>$59,031</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>9</td>
<td>$40,867</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>11</td>
<td>$47,688</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>8</td>
<td>$38,805</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>12</td>
<td>$52,584</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>7</td>
<td>$35,170</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>6</td>
<td>$58,397</td>
</tr>
<tr>
<td>Fall 2008</td>
<td></td>
<td>$31,503</td>
</tr>
<tr>
<td>Spring 2009</td>
<td></td>
<td>$15,218</td>
</tr>
</tbody>
</table>

Financial Support for Student Scholarship
Two entities offer significant opportunities for financial support of undergraduate scholarship. Study Abroad is not only the name of the office but also the principal means by which Indiana State University creates opportunities for students to be supported in their learning and their scholarship. The other significant opportunity for support comes from the Office of Sponsored Programs’ Undergraduate Student Research Awards. These awards vary in their monetary value. They are summarized in Table 4.9.

Table 4.9
Office of Sponsored Programs
Undergraduate Student Research Awards

<table>
<thead>
<tr>
<th>FY</th>
<th>Number of awards</th>
<th>Dollar amount of awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>18</td>
<td>$4,852</td>
</tr>
<tr>
<td>2005</td>
<td>24</td>
<td>$11,451</td>
</tr>
<tr>
<td>2006</td>
<td>5</td>
<td>$1,500</td>
</tr>
<tr>
<td>2007</td>
<td>30</td>
<td>$12,947</td>
</tr>
<tr>
<td>2008</td>
<td>19</td>
<td>$9,100</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$39,851</td>
</tr>
</tbody>
</table>

Further, approximately 25% of all projects (proposed and funded) emanating from the University faculty and administrative grant endeavors include financial support for undergraduate and graduate students to participate in research and learning activities.
Summer Undergraduate Research Experiences (SURE)
The University began its Summer Undergraduate Research Experiences (SURE) in 2006. In the program students work on faculty-mentored research projects between 20 and 40 hours per week for ten weeks, from mid May through the end of July. SURE began in Chemistry with 12 students, expanded a year later to 18 students and involved 16 students in 2008 when it included both Chemistry and Physics. In 2009, when a gift allowed the University to expand SURE to all of the science disciplines, 30 students participated. Total stipend support in the last three years of SURE has been $52,250, $33,240, and $88,000.

Promotion and Tenure Expectations For Scholarship
Indiana State University has mission-consistent expectations for scholarship in promotion and tenure. The promotion and tenure guidelines of all of the colleges include, with varying degrees of specificity, requirements for a minimally acceptable level of scholarship, an expected level of scholarship, and an exceptional level of scholarship for tenure and for promotion to the rank of professor.168

Programs and Support for Life-Long Learning
Indiana State University supports its faculty and staff with fee waivers for courses taken at ISU. All benefit-eligible employees are able to take advantage of a discounted fee structure. Spouses / Partners of full-time, regular, benefits-eligible employees may apply for a fee waiver on one ISU class (up to four credit hours) each semester. The discount is eighty percent.

ISU also supports life-long learning efforts in the community with The Osher Lifelong Learning Institute (OLLI). This non-profit, membership organization open to all adults in the greater Wabash Valley, with programs designed to meet the needs and interests of persons aged 50 and over. OLLI offers academic programs that are designed by its members and tailored to suit their interests. All of these programs (lectures, courses, and special events) are offered without concern for prerequisites, credit, or grades.

Acknowledgement of Achievements
A university may be fairly judged for what it chooses to award and reward, and by this score Indiana State University’s award structure is consistent with its mission. The Theodore H. Dreiser Award recognizes outstanding scholarship. The College of Arts and Sciences Distinguished Professor award celebrates lifetime achievement in all aspects of faculty life, with its recipients having clearly excelled in scholarship. The President’s Medal, is an award granted by the President of the University using criteria of his choosing, but several of the recipients have been recognized for their remarkable scholarship. During the review period, the Caleb Mills teaching award was granted to thirty of the University’s faculty. In several cases, the committee’s rationale for the award was to acknowledge excellence in graduate teaching in general and thesis support, in particular. Finally, the Center for Public Service and Community Engagement sponsors the Faculty Award for Community Based Learning and Scholarship which may be conferred for scholarship in this area.

168 Promotion to Associate Professor and tenure for typical tenure-track faculty are coupled as a single decision. This change was made official as of 2003.
In addition, more frequent recognition is offered through programmatic newsletters. The Center for Public Service and Community Engagement newsletter recognizes work across teaching, scholarship, and service as they apply to this aspect of the University mission. The Office of Sponsored Programs’ newsletter lists faculty who submit and are awarded external grants in pursuit of their scholarship.

4B. The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

The newly authorized Foundational Studies Program is required of all students enrolled at Indiana State University. Students who have earned an associates degree at an accredited regional campus or at Indiana State University have met all of the Foundational Studies requirements except for: (1) Junior Level Composition (one class), (2) Ethics and Social Responsibility (one class), and (3) Integrative Upper-Division Elective (three classes or other permitted substitutions).

The Foundational Studies program is designed to prepare ISU graduates to analyze problems, think critically and creatively, integrate a variety of approaches to gain knowledge, recognize the ethical, social, and cultural implications of issues, and communicate professionally, persuasively, and effectively.

The Foundational Studies program came about in response to long standing concerns relating to quality, efficiency, and implementation. In June of 2007, the Provost and the Faculty Senate charged the General Education Task Force with restructuring the current General Education Program (GE 2000). In re-conceptualizing the existing General Education program, the General Education Task Force followed the charge to:

- Recommend a structure for a General Education program that:
  - Increases quality, student success, and academic challenge
  - Places student learning at the center
  - Emphasizes inquiry and active learning
  - Builds upon the Indiana Core Transfer Library and other state initiatives and requirements
  - Supports the reallocation of resources for strategic academic priorities
  - Promotes coherence and common intellectual experiences (more of a common core)

The Task Force developed the Foundational Studies proposal (FS) throughout the Fall semester (2007) and the early part of the Spring semester (2008). Beginning in March and continuing throughout the Summer and into Fall 2008, the Task Force sought feedback from the campus. The Task Force explicitly asked for feedback on the Composition, Quantitative Literacy, and Literature and Fine Arts categories of the proposed program. Based upon the feedback received from open forums and the proposal feedback site, the Task Force modified the initial FS
proposals. During the remainder of the Fall semester, the Task Force, with the assistance of the General Education Council, developed learning objectives, skill and applied-learning requirements, assessment instruments, and guidelines for implementation. In January 2009, the Task Force unanimously passed the FS proposal. Throughout the Spring semester, the proposal worked its way through the governance process, receiving approval at each level: General Education Council, Curriculum and Academic Affairs Committee. Faculty Senate Executive Committee, and the University Faculty Senate.

From the beginning of the two-year process to reform the program, the General Education Task Force pledged to create a set of learning objectives and underlying standards of assessment for what was to become the new Foundational Studies program. Those learning objectives are that ISU students will be able to:

- Locate, critically read, and evaluate information to solve problems;
- Critically evaluate the ideas of others;
- Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
- Demonstrate an appreciation of human expression through literature and fine and performing arts;
- Demonstrate the skills for effective citizenship and stewardship;
- Demonstrate an understanding of diverse cultures within and across societies;
- Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
- Demonstrate an understanding of the ethical implications of decisions and actions;
- Apply principles of physical and emotional health to wellness;
- Express themselves effectively, professionally, and persuasively both orally and in writing.

Learning outcomes for each of the Foundational Studies program’s 13 ways of knowing were also developed. They are laid out in Table 4.10 (with columns noting references to Diversity and Skills relevant to the next Core Component included). In April of 2009, the Foundational Studies Council began its work helping departments create courses for the new program. Once the portfolio of courses was created, the assessments for each of the learning objectives were created and shared with the program faculty so that from its first offering, the new Foundational Studies program would be evaluated using agreed upon assessments measuring clearly articulated learning objectives.

Indiana State University understands the linkages between curricular and co-curricular activities especially as they apply to General Education. In particular, under the new Foundational Studies Program (General Education 2010) all students will be required to participate in an intensive and intentional community engagement, service-learning, or experiential learning activity. Honors students may choose the Leadership and Civic Engagement track. To complete this track, students must earn an American Humanics Certificate or a Civic Leadership Minor. Both the certificate and the minor requirement require that the students participate in an intensive community engagement or experiential learning activity.
Co-curricular Aspects of Learning

The linkages extend to the living arrangements of our students. The Lincoln Leadership Community\textsuperscript{169}, sponsored by Residential Life, provides education and development opportunities for leadership skills. ISU also offers theme-based housing with specific floors designated to focus on careers in their chosen major.

Begun in 1997 one-year before the Lilly Project to Transform the First Year Experience, the FYI Program\textsuperscript{170} is the total collection of programs and services in Blumberg, Burford and Cromwell Halls. First year students residing in other halls are welcome to participate in all FYI programs and services. The staff in the FYI areas are dedicated to go the extra mile to ensure freshmen success. The staff will seek out students in order to provide them with personal contact and outstanding programs.

Our students also have the opportunity to make their vacations a learning experience. For the past six years, ISU students have been sent to different places in the United States during the week of spring break to participate in community service and experiential learning. Through immersion in the community and environment where they serve, students experience an intense leadership, growth, and educational opportunity as they witness, discuss, and work to address social issues.

\textsuperscript{169} http://www.indstate.edu/rllc/faq.htm
\textsuperscript{170} http://www.indstate.edu/reslife/fyi.htm
### Table 4.10
**Foundational Studies Learning Outcomes**

<table>
<thead>
<tr>
<th>Way of Knowing</th>
<th>Learning Objectives</th>
<th>Diversity</th>
<th>Skills and Professional Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition</strong></td>
<td><strong>Learning Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate an increasing fluency in the writing process: planning, drafting, revising, editing, and preparing final papers;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate increasing mastery of the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate an increasing awareness of rhetorical strategies in various forms of writing, with particular attention to audience;</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Assess the usefulness and reliability of sources, including Internet sources;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources; document sources properly;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exhibit critical thinking as readers and as writers; and</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand the relevance of good writing to real-world situations.</td>
<td></td>
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</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Apply basic communication theoretical concepts to the study of human communication;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply concepts of small group communication in the development and execution of a small group presentation and the team’s small group process;</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Employ concepts of public speaking in the preparation and delivery of an informative and persuasive speech;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find, use, and cite evidence to support assertions or arguments both orally and in writing; and</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply concepts of relational, interpersonal communication to the development of a fictional or actual human relationship.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative Literacy Or Mathematics</strong></td>
<td>Solve for one or more unknowns from available information using appropriate methods;</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Represent and solve real-world problems employing appropriate mathematical models;</td>
<td></td>
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<tr>
<td></td>
<td>Answer questions using empirical methods; and</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critically evaluate a quantitatively-based argument.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Native Language</strong></td>
<td>Solve for multiple unknowns from available information using appropriate methods;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Represent and solve real-world problems employing appropriate mathematical models;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer questions using advanced mathematical techniques; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpret and explain the results of advanced mathematical analysis.</td>
<td></td>
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</tr>
<tr>
<td><strong>Health and Wellness</strong></td>
<td>Demonstrate understanding and/or expression of meaning through listening, speaking, reading and writing using appropriate grammar and vocabulary;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critically examine issues of cultural differences, societal values and relationships, and evaluate their own culture and value systems through comparison and contrast to the target language and culture;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a basic level of mastery of another language and its’ culture; and</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the target language in developing an understanding of the world today.</td>
<td></td>
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</tr>
<tr>
<td><strong>Science and Laboratory Course Lab</strong></td>
<td>Articulate how data are acquired, and how hypotheses and theories are constructed;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the scientific method to formulate and test hypotheses;</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Apply scientific theories to predict the nature and behavior of new systems, environments or scenarios; and</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Articulate how current issues in science and technology intersect with populations, institutions, and societies.</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Engage in laboratory experience that reinforces and augments the theoretical content of the lecture course;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the scientific method to formulate and test hypotheses;</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Use the tools and techniques of the discipline to gather and analyze data; and</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Present the analysis and findings of the lab experience.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Social or Behavioral Sciences</strong></td>
<td>Describe how individual choices and/or evolving social institutions affect human decision-making;</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Utilize discipline specific methodologies to predict an individual or social outcome;</td>
<td></td>
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<tr>
<td></td>
<td>Connect discipline-specific content and methodology to contemporary social issues; and</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Explain how the specific discipline informs and contributes to other disciplines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literature and Ideas</strong></td>
<td>Demonstrate aesthetic responsiveness and interpretive ability.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connect writings to their literary, cultural, and historical contexts.</td>
<td></td>
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<tr>
<td></td>
<td>Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflect on themselves as products of and participants in traditions of literature and ideas.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Way of Knowing</td>
<td>Learning Objectives</td>
<td>Diversity</td>
<td>Skills and Professional Competency</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>Demonstrate aesthetic responsiveness and interpretive ability;</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Connect works of art to their literary, cultural, and historical contexts;</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Employ knowledge of the arts to analyze issues and answer questions relating to human experience, systems, and the physical environment; and</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Reflect on themselves as products of and participants in traditions of the fine and performing arts.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Historical Studies</td>
<td>Analyze the origins and consequences of historical events and the roles of individuals and societal forces in bringing about change over time;</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time;</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Locate and evaluate sources of evidence within the context of time, place, and culture; and</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Use an historical perspective to understand the world today and address contemporary issues.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Global Perspectives and Cultural Diversity</td>
<td>Demonstrate knowledge of cultures and worldviews;</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Identify social, economic, political, and environmental inter-relationships between cultures and worldviews;</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Use multiple lenses, such as race and ethnicity, gender, social class, regional culture, and religion, to evaluate one’s culture in comparison to those studied; and</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Articulate how the social construction of culture and worldviews shapes contemporary social and political issues.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ethics and Social Responsibility</td>
<td>Understand the historical and philosophical bases of ethical decision-making and social responsibility;</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Use independent thinking, critical analysis, and reasoned inquiry when assessing personal, professional, and societal issues;</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from the study of ethics and theories of social responsibility; and</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Articulate how their ethical framework and understanding of social responsibility shape their actions.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Integrative Upper-Division Electives</td>
<td>Integrate multiple ways of knowing in a thematic approach to a particular topic or issue;</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue;</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Analyze and write at an advanced level; and</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to effectively orally communicate the results of projects to an appropriate audience.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Core Component 4C: Indiana State University assesses the usefulness of its curricula to students who live and work in a global, diverse, and technological society.

Curricular Effectiveness
The Handbook of Indiana State University states that the faculty has primary authority over the curriculum and to exercise that authority, the faculty has established three primary governing bodies: The Foundational Studies Council, the Curriculum and Academic Affairs Committee (CAAC), and the Graduate Council. These bodies report to the Faculty Senate through its Executive Committee.

The primary means by which the University assesses programmatic relevance depends greatly on whether the program has specialized accreditation and whether the program is at the graduate or undergraduate level. The University and its governing bodies defer to the judgment of the respective national accrediting bodies to determine relevance for those programs. In addition, all graduate programs are evaluated every five-years. These evaluations are performed by standing committees of the Graduate Council. Throughout most of the review period undergraduate programs that were not accredited were reviewed by CAAC when the programs were initiated or modified.

Indiana State University maintains accredited programs through many different accrediting bodies. These accreditations are summarized in Table 4.11.

In 2008, the Provost asked the Deans to develop review processes for non-accredited undergraduate programs. The first programs to undergo this process in Arts and Sciences were Mathematics\textsuperscript{171} and Economics\textsuperscript{172}.

Aside from these reviews the University conducts \textit{ad hoc} program reviews in conjunction with the Indiana Commission on Higher Education to review programs for currency. Two such university-wide reviews resulted from the previous Higher Learning Commission recommendation that Indiana State University reduce its low-enrolled programs. These processes, Program Array Review and Program Prioritization, are summarized in Chapters 3 and 4 (on Criterion 2 and 3) of this report.

Curriculum Review Process
In both 2004 and 2009, a revision to the curricular review process was authorized by the Curriculum and Academic Affairs Committee. In each of these revisions, streamlining was the goal. The 2009 revision, in particular, created an electronic Curriculum Approval Procedures manual (eCAPs)\textsuperscript{173} that now allows for electronic creation, submission and will eventually allow for web-based tracking of curricular proposals.

\textsuperscript{171} Insert URL to Math report: http://math.indstate.edu/
\textsuperscript{172} Insert URL to Econ report: http://www.indstate.edu/econ/
\textsuperscript{173} http://www.indstate.edu/academicaffairs/curriculum.htm
<table>
<thead>
<tr>
<th>College</th>
<th>Department(s)</th>
<th>Program(s)</th>
<th>Accrediting Body</th>
<th>Last Review</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>Art</td>
<td>All</td>
<td>National Association of Schools of Art and Design</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Public Relations</td>
<td>Public Relations Society of America</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Human Development and Family Life; Textile Apparel and Merchandising</td>
<td>American Association of Family and Consumer Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interior Design</td>
<td>Council for Interior Design Accreditation; National Kitchen and Bath Association</td>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dietetics</td>
<td>American Dietetics Association</td>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>All</td>
<td>National Association of Schools of Music</td>
<td>2008-2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Doctor of Psychology</td>
<td>American Psychological Association</td>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>All</td>
<td>Council on Social Work Education</td>
<td>2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>All</td>
<td>Association to Advance Collegiate Schools of Business International</td>
<td>2009-2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>All</td>
<td>All</td>
<td>National Council for the Accreditation of Teacher Education</td>
<td>Fall 2012</td>
<td></td>
</tr>
<tr>
<td>Communication Disorders and Counseling, School, and Educational Psychology</td>
<td>Communication Disorders</td>
<td>American Speech-Language-Hearing Association</td>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Psychology PhD</td>
<td>American Psychological Association</td>
<td>2008</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Counseling MS</td>
<td>Council for the Accreditation of Counseling and Related Educational Programs</td>
<td>2009</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
<td>2009-2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Safety</td>
<td>Safety Management</td>
<td>National Association of Industrial Technology</td>
<td>Fall 2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Continuing Education</td>
<td>American Nurses Crediting Center</td>
<td>Spring</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate and Graduate</td>
<td>National League for Nursing Accrediting Commission</td>
<td></td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Recreation and Sport Management</td>
<td>Undergraduate</td>
<td>National Recreation and Park Association; American Association for Leisure and Recreation</td>
<td>2011-2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>Sport Management Program Review Council</td>
<td>2010-2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Management</td>
<td>Construction Management</td>
<td>American Council for Construction Education</td>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>Several</td>
<td>National Association of Industrial Technology</td>
<td>Fall 2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Curricular Attention to Skills and Professional Competencies

Indiana State University continues to ensure that students develop the skills necessary for success in an increasingly multicultural and pluralistic society that is embedded in a global economy. Students are prepared for life and work in this rapidly changing milieu by infusion of issues related to diversity in all course work where it is relevant. Foundational skills are addressed by requiring three integrative electives, a foreign language course, and a course in diversity in its Foundational Studies program. Furthermore, the importance of computer-based skills for accessing, developing, and sharing knowledge is seen as necessary for success at this time and it will become even more critical in the future. As a consequence ISU has made computer-based teaching and learning central to pedagogy and requires that all students have a laptop computer available to them as a necessary tool. The Foundational Studies learning outcomes related to skills and professional competencies are noted in Table 4.10. ISU also provides all students opportunities to participate in co-curricular experiences such as study abroad that enhance their understanding of the diverse world in which they will live and work. The knowledge and skills that students gain as a consequence of experiential learning and community engagement foster the development of skills and competencies that are integral to their future work.

Many programs utilize internships as a means of helping students develop and practice skills and professional competencies. The Department of History\(^{174}\), as an example, offers a Public History Internship course to advanced undergraduate and graduate students. The primary purpose of the course is to demonstrate the many careers available to historians working outside of the academy. In addition to completing a 10-12 hour a week internship, students in this course participate in a variety of “hands-on” learning activities including reviewing an exhibit at a local museum, writing a primary source report, developing a documentary segment storyboard outline, analyzing the architectural style of a historical building, writing an interpretation of an artifact, developing an oral history interview guide, and writing a prospectus for a grant proposal. Each of these projects is presented during a weekly seminar meeting.

The Department of Recreation and Sport Management\(^{175}\) requires all undergraduate majors to complete a 600-hour internship. The internship is a culminating experience, typically completed at the end of the student’s academic program. The focus of the internship is learning about management of recreation and sport organizations. Every internship must include the following components:

1. Administration - The major emphasis of the Internship is to provide students with the opportunity to study and observe in action the policies and practices of the organization; to include study of the legal status of the organization, administrative relations, financial and supervisory practices, general staff relations, and the area of public relations.

2. Program - The planning and implementation of recreation and sport programs and services characteristic of the organization.

3. Design of Areas and Facilities - An opportunity to gain theoretical and practical experience in physical facility planning and operation; long range planning, design, and maintenance.

\(^{174}\) [http://www.indstate.edu/history/](http://www.indstate.edu/history/)

\(^{175}\) [http://www.indstate.edu/rcsm/](http://www.indstate.edu/rcsm/)
4. General Experience - An opportunity for experience in public relations, attendance at board
and committee meetings, committee work, and any other experience that will serve to
broaden knowledge of the organization's functions.

Curricular Attention to the Need For Students to Function in a Diverse World
In both the General Education program of 2000 (GE2000) and the Foundational Studies program
of today, learning outcomes related to diversity are evident. The Foundational Studies learning
outcomes related to diversity are also noted in Table 4.10. In addition, in each of the externally
accredited programs, there are learning outcomes specified by the accrediting body that relate to
the need of students to be able to function effectively in a diverse world. These outcomes are
reinforced by the credit students received in GE2000 and in the current Foundational Studies
program for choosing a Study Abroad option.

The Curriculum and Consultation with External Constituencies
There are several avenues for external constituencies to have a voice. First, in the majority of the
accredited programs there are requirements for external constituency input, and second, in
program reviews conducted in the College of Arts and Sciences, alumni and employer surveys
are common.

Specifically, the Teacher Education Committee, a university-wide committee responsible for all
teacher training curricula, has required seats for external stakeholders, such as the Vigo County
School Superintendent and Professional Development Schools representative, as well as alumni.
The College of Nursing, Health and Human Services nursing program has a Community
Advisory Group as well as seats for professionals on its Curriculum Committee. There are also
several outcomes assessment plans in the College of Arts and Sciences (e.g. Mathematics and
Computer Science) as well as the professional colleges that explicitly survey employers and
alumni to determine whether the coursework meets student needs.

In addition, through Liberal Learning in Action, the Sycamore Business Advisors176, the
Networks Financial Institute177, service learning courses, and other community-based learning
opportunities there are myriad curricular and co-curricular opportunities for students to apply
their knowledge in the community and for members of the community to work with students and
their faculty.

Curricular And Co-Curricular Opportunities That Promote Social Responsibility.
The Foundational Studies program requires that all students complete a course in Ethics and
Social Responsibility and promotes both concepts with its involvement with Alternative Spring
Break178, the American Democracy Project179, Take Back the Night180, and Human Rights
Day181. Students are encouraged and in some cases required to participate in events faculty deem

176 http://www.indstate.edu/svba/
177 http://www.indstate.edu/business/centers/networks.htm
178 http://indstate.edu/asb/index.htm
179 http://www.indstate.edu/adp/
180 https://indstate.edu/wmnstudy/takebackthenight.html
181 http://web.indstate.edu/hrd/
necessary to promote student understanding of their responsibility as citizens of a participatory democracy.

At the program level, there are professional ethical standards to which students are expected to conform and there are courses that students are encouraged to take. In the disciplines where human subjects are most frequently used in research (Criminology, Health and Safety, Psychology, Nursing, and Social Work), the respective research methods courses take up the subject of socially responsible research practices. At the course level, there are several disciplines, (notably Philosophy and Business) where ethics is the subject of entire courses.

4D The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Integrity is at the heart of the academic enterprise. Whether it is faculty integrity in pursuit of discovery or student integrity in the pursuit of a degree, the pursuit must be undertaken in a fashion that brings honor to the individual and the institution. Indiana State University understands the importance of this responsibility as its faculty acquire, discover, and apply knowledge and its students seek the benefit of that knowledge.

Faculty and Institutional Integrity
Indiana State University takes seriously its responsibility to maintain the safe, responsible, and ethical treatment of human and animal subjects, and biological and hazardous materials in all aspects of the enterprise. The University maintains a rigorous human subjects review process under the Institutional Review Board182. The protection of research animals is governed by the Institutional Animal Care and Use Committee, the safe handling of all biological material is governed by the Institutional Biosafety Committee, while the purchase and storage of radiological materials is governed by the Radiological Control Committee.

During the review period the University strengthened its commitment to protecting human subjects by creating a centralized review process under a single Institutional Review Board (IRB). The IRB has a budget provided to it by the Office of Sponsored Research and a professional administrator and dedicated support staff member to ensure that records are properly kept and procedures followed. The IRB is a faculty committee constituted in line with federal guidelines (FWA00001884) where the chairperson and vice chairperson are compensated (typically with a course reduction) and supported by significant conference funding. Those submitting proposals that include human subjects are required to first, go through an extensive development session before their proposals are considered by the IRB for approval. Those faculty engaged in human subjects research are required to renew their training every three years. Researchers with funding through the National Institutes of Health that involve human subjects are also required to go through NIH human subjects training. Because of ISU’s reputation for excellence in IRB training, other institutions seek review of ISU’s IRB for their protocols. ISU has a relationship with Rose-Hulman Institute of Technology and Vincennes University to provide such services.

182 http://www.indstate.edu/irb/
The University has an Institutional Animal Care and Use Committee (IACUC) to protect animals that are used in research. The activities of the IACUC and the facilities where animals are housed and research conducted are reviewed and approved by United States Department of Agriculture and the Public Health Service’s Office of Laboratory Animal Welfare.

The University has an Institutional Biosafety Committee (IBC) established under the NIH Guidelines for Research Involving Recombinant DNA Molecules to provide local review and oversight of nearly all forms of research utilizing recombinant DNA. The IBC is also charged with the responsibility of reviewing experimentation that involves biological materials (e.g., infectious agents) and other potentially hazardous agents (e.g., carcinogens).

The University has a Radiological Control Committee that is responsible for monitoring the purchase and storage of radiological materials on campus. The RCC operates under a U.S. Nuclear Regulatory Commission license number 13-09639-05.

The University has an Office of Environmental Safety and an Environmental Safety Committee that oversees Institutional compliance with environmental regulations.

In order to help faculty and graduate students navigate the regulatory process that governs a significant portion of the academic enterprise, ISU provides considerable support for the responsible use of knowledge through the on-line resources and training opportunities. The Center for Instruction, Research and Technology, through its New Faculty Orientation, introduces faculty to the need for individual and institutional compliance on these crucial matters and the Office of Sponsored Programs offers detailed workshops to help faculty and graduate students conduct their research in a compliant fashion. In all faculty and student development, it is made clear that the IRB will consider a proposal only after all training has been completed.

**Student Integrity**

Student conduct begins with an expectation of proper behavior. It is when the expectations of proper behavior are not met that a code and a means of adjudicating that code come into play. The Sycamore Standard is a simple aspirational statement for how students should behave. Adopted by the Student Government Association in 2002, it is a pledge by students and for students to pursue their education with integrity.

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[3] Students at Indiana State University are expected to accept certain personal responsibilities that constitute the “standard” for behavior in a community of scholars. As a student at Indiana State University:

- I will practice personal and academic integrity;
- I will commit my energies to the pursuit of truth, learning, and scholarship;
- I will foster an environment conducive to the personal and academic accomplishment of all students;
- I will avoid activities that promote bigotry or intolerance;
- I will choose associations and define my relationships with others based on respect for individual rights and human dignity;
- I will conduct my life as a student in a manner that brings honor to me and to the University Community;
- I will discourage actions or behaviors by others that are contrary to these standards.
The Code of Student Conduct\textsuperscript{184} incorporates many guidelines for the responsible behavior. Explicit policies and procedures exist to ensure that students are aware of and practice ethical standards in writing and behavior. In particular, the Academic Integrity Policy within that code defines academic dishonesty, the shapes it can take, and then goes on to specify the processes and penalties for dealing with cases in which dishonesty is established.

Student Judicial Programs\textsuperscript{185} is responsible for the adjudication of potential violations of any portion of the Code of Student Conduct. The system is designed to focus on student rights, fairness, honesty, and personal growth within an educational and safe environment. Student Judicial Programs seeks to encourage the continued development of all students while embracing the diversity of individuals, ideas and expressions. Educating the student population about personal responsibility to the community and consequences for actions is a fundamental objective of Student Judicial Programs. The coordinated efforts of Student Judicial Programs and other university offices provide a strong network of support that addresses the student behavioral issues and concerns identified by faculty, staff, other students and the Terre Haute community.

**The Responsible Use of Technology and Intellectual Property**

The University Handbook\textsuperscript{186} and the Code of Student Conduct both include sections on the responsible use of Information Technology, Electronic Mail, Websites, as well as the consequences for violating intellectual property rights. Because intellectual property is produced by the faculty, staff, and students of Indiana State University the University Handbook also includes an Intellectual Property Policy\textsuperscript{187} that defines ownership and use rights for that property. To further protect both parties, faculty are required to sign an Intellectual Property agreement if they receive funds to create a distance education course.

\textsuperscript{184} http://www.indstate.edu/sjp/code.htm
\textsuperscript{185} http://www.indstate.edu/sjp/
\textsuperscript{186} http://www.indstate.edu/adminaff/handbook.htm
\textsuperscript{187} http://www.indstate.edu/adminaff/handbook/AppendixJ.pdf
Chapter Six
Criterion 5 Engagement and Service

As called by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction
Indiana State University’s mission clearly articulates the value of engagement and service. Indeed the special emphasis portion of this self-study goes into great depth to document current practices of engagement and service and lays out a plan to carry that legacy forward into the next decade. Of the core criterion, it is in engagement and service, where the University can be the most proud.

The University’s new Mission Statement explicitly places public service at the forefront of what we do, and it frames the teaching and research mission within the realm of engagement and service.

Mission Statement
Indiana State University, a doctoral research university, combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

In order to accomplish that mission, the University must and does actively listen to its constituents, placing community citizens on many of its most important search committees, creating advisory boards at all levels in many University-wide, College-level and departmental-level programs. There is ample evidence that the University not only seeks the advice, buy takes advice from these community members.

The University has put in place formal structures so that it can sustain those efforts. Most notably, the Center for Public Service and Community Engagement (CPSCE), was created at a point early in the review period when it became clear that this would be Indiana State University’s defined direction. It is now fully staffed and involved in the Wabash Valley on economic development, human service, educational, environmental and health matters. While the existence of several other supporting structures, (e.g. the Career Center, the Office of International Programs and Services, and the Center for Business Support and Economic Innovation) amplify this commitment, the clearest and most unmistakable sign of the University’s commitment to service and engagement occurred when the Board of Trustees

188 http://www.indstate.edu/publicservice/
189 http://www.indstate.edu/carcen/
190 http://www.indstate.edu/ips/
191 http://www.indstate.edu/cbsei/
instructed the Presidential Search Committee of 2007-2008 to only look for candidates willing to lead the campus in this mission.

Being an active partner in the Wabash Valley community is more than simply offering the expertise of the University’s personnel to the community, it is listening to external stakeholders when they describe their needs and acting within the University to meet those needs. Whether this takes the form of the transfer agreements with major feeder schools, or through curricular changes brought about by lessons learned in the Professional Development Schools (PDS) initiative, or through non-credit courses and lectures offered throughout the community by the Office and Life Long Learning and the Osher Lifelong Learning Institute\textsuperscript{192}, Indiana State University’s commitment is to be an active and responsive partner.

That commitment continues to resonate with those external stakeholders. As the University assesses the impact of the various programs that give structure and substance to the commitment, it is clear that the community views this mission as the right one for Indiana State.

**Core Component 5a – The Organization Learns From The Constituents That It Serves And Analyzes Its Capacity To Serve Their Needs And Expectations.**

Indiana State University faculty, students, and staff are deeply engaged in efforts to identify the needs of its constituents in the Wabash Valley, state of Indiana, and beyond. Many academic units utilize external advisory boards to provide feedback and guidance related to development of curriculum and outreach activities that are responsive to workforce needs. ISU is a collaborative participant in a wide range of initiatives that address economic, human service, educational, environmental, health, and other needs locally and beyond.

**Formal Mechanisms for Learning from Constituents**

**Advisory Councils**

Two colleges and several other units seek regular input from constituencies through the use of advisory councils. These councils include community members to assist in determining priorities and assessing outcomes. The College of Business maintains a college-wide advisory council as well as program-specific councils that regularly meet to assist that college’s faculty and dean assess the curriculum and determine the service needs of the community. The College of Education’s Development School (PDS) Partnership Administrative Council establishes policies for the partnership and operates under a formal contract of agreement approved by the University Board of Trustees and the school boards of the five partner districts. Regular meetings of the ISU teacher-education faculty and representatives from the PDS sites allow ISU to assess the ISU-trained teachers already in the field. The College of Arts and Sciences’ Interior Design program also has an advisory council made up of professionals in the field. Other councils assist the African-American Cultural Center and the Career Center formulate policy and programs. Each council includes leadership in their area of expertise (e.g. local corporate CEOs, school district administrators, etc.).

\textsuperscript{192} [http://www1.indstate.edu/conted/olli/](http://www1.indstate.edu/conted/olli/)
superintendents, teachers, etc.) with the express purpose of learning how to make ISU a more effective partner.

Research and Assessment
Indiana State University uses student interns to provide important assessment data regarding the extent to which academic programs are adequately preparing students to meet the workforce needs of the region and state. Intern site supervisors, faculty supervisors, and interns participate in the evaluation process. These evaluations are used by academic programs and the Career Center to determine necessary changes in programs and/or curriculum.

ISU’s Networks Financial Institute193 (NFI), found that approximately half of K-12 school students in Indiana were receiving no formal education related to financial literacy. As a result, NFI designed and implemented a full financial literacy curriculum for 3rd, 4th and 5th graders, complete with a mobile field trip – Kids Count on the Money Bus™.

Staff and interns from the Center for Public Service and Community Engagement partnered with the Wabash Valley Community Foundation194, and United Way of the Wabash Valley195 to sponsor COMPASS II, a community assessment which collected information about the social service needs and assets of the area. The study concluded with consensus action plan to address those needs. The two year study determined the top issues facing the Wabash Valley were economic development; poverty, health care and child care; racial and ethnic discrimination; family stability; literacy; and leadership development. This has assisted the CPSCE place faculty and staff with relevant expertise on community boards and resulted in ISUs creation of the Center for Business Support and Economic Innovation.

The Hulman Memorial Student Union (HMSU) serves as a community meeting place for both internal and external groups. HMSU seeks input from all of its constituents through surveys, focus groups, and one-on-one interviews. They also keep daily periodic room usage numbers and types of usage function to assist in space remodel plans. A number of physical changes have been made to the Union as a result of these assessment efforts. From installing room-specific thermostat controls on the HVAC units, to eliminating the burdensome practice of requiring certificates of insurance on groups sponsoring low-risk events, to improved accessibility and complete ADA compliance in every bathroom in the facility, ISU’s HMSU is an exemplar of using assessment to improve service to its constituencies.

Adjunct, Clinical, and Affiliate Faculty
Indiana State University utilizes many community professionals in its academic programs as adjuncts. In doing so it solicits their input on program quality and community needs. From the use of teachers and administrators in the local schools in the student teacher supervision process, to the employment of local accounting and managerial professionals in the College of Business, community members make a significant impact on ISU academic programs. Nowhere is this

193 http://www.indstate.edu/business/centers/networks.htm
194 http://www.wvcf.com/wvcf_index2.htm
195 http://www.uwwv.org/
impact felt more than the College of Nursing, Health and Human Services’ use of professional
nurses as clinical faculty to teach and supervise the clinical lab experiences.

The clinical experience in Nursing takes place both on and outside the ISU campus. Be it in an
ISU lab (i.e., pharmacology, and physical assessment), or in the community with a clinical
agency (i.e., nursing home, hospital, community agency), or a simulation experience (i.e., death
of sim man), the ISU student and the ISU Nursing program benefit from the expertise of outside
clinical instructors. These professionals select and assign students to patients, conduct beginning
of shift pre-conferences, supervise medication administration, check charting, observe new
student skills, teach the use of equipment, review policies as needed, report to staff and medical
teams, and conduct post-conferences about the events of the day. They will also review selected
topics (i.e., pain management) as they have arise. A major responsibility of the clinical faculty is
to provide formative corrective feedback and a summative evaluation of the learning outcomes at
the end of the experience. That same college’s Athletic Training Clinical faculty members are
utilized to supervise athletic training students during their clinical experiences. They mentor the
students in a practical setting. This feedback is one type of information utilized by the Nursing
and Athletic Training programs to ensure that the curriculum is responsive to workplace needs.

The University also makes use of its professional staff in selected teaching roles, and in those
roles they are given the title of “affiliate faculty.” These affiliate faculty teach in programs in
which they have, at minimum, a master’s degree, and provide a valuable service to the
departments they serve. Their knowledge of the University is particularly useful when
departments seek to alter policy and their knowledge of their field is called upon when curricular
changes are discussed.

Learning through Collaborative Partnerships
Indiana State University actively seeks collaborative partners and in so doing creates another
effective means of learning from its constituents. Through these interactions with constituents
from the private, public, and nonprofit sectors, ISU is continually learning about the social,
cultural, economic, health, and environmental needs of our community.

The Rural Health Innovation Collaborative was founded by Indiana State University, Indiana
University School of Medicine, Union Hospital, the Terre Haute Economic Development
Corporation, the City of Terre Haute, and Ivy Tech Community College Wabash Valley with the
purpose of responding to the current and worsening health care worker shortages. This
collaborative venture helps ensure that ISU is aware of the workforce needs of the health care
industry and is addressing those needs in concert with other higher education institutions.

The Terre Haute Innovation Alliance is a partnership between Indiana State University, Rose-
Hulman Institute of Technology, and the Terre Haute Economic Development Corporation. The
alliance was established to support commercialization-stage companies in the Wabash Valley
and help create an entrepreneurial culture in the community. This venture helps ISU identify its
unique role in economic development of the community.
Downtown Terre Haute, Inc.\textsuperscript{196} is the official \textit{Indiana Main Street} organization of Terre Haute. ISU partners with Downtown Terre Haute by housing the organization, partially supporting the Executive Director’s salary, and holding a permanent seat on the organization’s board. This partnership helps the ISU community learn about the needs of downtown organizations for interns and service-learning students and creates synergy between University and downtown planning.

\textbf{Constituent Involvement in Key Decisions}

Indiana State University invites community members to participate in decisions of the highest magnitude. From including community members on key search committees, to seeking input during the strategic planning process, to reaching out to other community planning agencies during the creation of the ISU Master Plan, Indiana State University makes a point of gathering the views of Wabash Valley residents, business and community leaders, and elected officials.

Two recent searches highlight this point well. The 2007-2008 search for the ISU President and the 2006-2007 search for the Dean for the College of Business each included members of the community, with the former including the mayor of Terre Haute and latter including a major local corporate CEO who was the President of the Chamber of Commerce at the time.

When President Bradley became the 11\textsuperscript{th} President of Indiana State University he began a strategic planning process by hiring STRATUS Consulting, a leader in the field for higher education. The consultants and the President met with alumni leaders, members of the foundation board, and trustees, and as a result of those meetings placed an alumnus on the strategic planning steering committee. The October 2009 unveiling of the

Finally, development of the ISU Master Plan included formal meetings between the ISU planning group and key constituents, including the Collett Park Neighborhood Master Planning group, Wabash River Riverscape planning group, Downtown Visioning (master planning group which includes members from Downtown Terre Haute, Inc.), Terre Haute Chamber of Commerce\textsuperscript{197}, local legislators, and numerous city government officials.

\textbf{Core Component 5b – The Organization Has The Capacity And The Commitment To Engage With Its Identified Constituencies And Communities.}

A university’s “capacity and commitment to engage” in any action is measured by the words it uses, the centrality of those words, the structures it puts in place, and the resources it makes available in furtherance of that action. Indiana State University clearly and forcefully makes the commitment in the Mission Statement, has a structure organized for the purpose of carrying out that commitment, and puts the resources behind its words and structures to allow it to carry out that mission. While the Mission Statement is sufficient evidence of the stated intentions, the commitment and capacity is evidenced by the coordinating structures for engagement, and the

\textsuperscript{196} \texttt{http://www.downtownterrehaute.org/}

\textsuperscript{197} \texttt{http://www.terrehautechamber.com/}
dedication of financial, physical, and human resources to community engagement, co-curricular
engagement activities, and curricular engagement activities. The evidence that this commitment
and capacity are part of the edifice of the University (rather than a transitory tangent) can be
found in the inclusion of the key leaders on community engagement taking a significant role in
both this self study as well as the institution’s strategic planning efforts.

Coordinating Structures
The Center for Public Service and Community Engagement\textsuperscript{198} (CPSCE) was established at ISU
in 2001 to serve as a “front door” to the resources of the University. CPSCE coordinates the
University’s outreach mission and community engagement activities, including community-
based learning and research. CPSCE staff work directly with external partners and ISU faculty,
staff, and students to enhance the quality of life in the state and region.

The Office of Continuing Education\textsuperscript{199} coordinates conferencing and non-credit education
programs. In addition, the office hosts the Osher Lifelong Learning Institute\textsuperscript{200}, a non-credit
education program for older adults.

The Center for Business Support and Economic Innovation\textsuperscript{201} serves as ISU’s liaison for
business services and economic innovation. CBSEI serves as a business incubator for a variety
of fledgling companies in the Wabash Valley.

The Office of International Programs and Services\textsuperscript{202} engages international external
constituencies through a variety of programs. Examples of engagement include the extensive
work the University engaged in with the higher education system in Morocco and the series of
conferences focused on economic relations between Indiana and China’s Liaoning province.
These latter conferences have been held in both Indianapolis and Shenyang, China.

The Career Center\textsuperscript{203} engages students, faculty, staff, alumni, and employers with the intention of
preparing students for the competitive work environment of the 21st century. The Career Center
coordinates the University’s internship program and on and off-campus student employment. In
addition, the Career Center offers a diverse range of programs and services that prepare students
for the workplace and provide employers the opportunity to interview students and alumni for
employment.

Funding and Human Resources
Coordinating structures are supported through the University’s base budget and external grants
and contracts. Numerous internal funding sources are available for faculty and student
engagement activities. The Office of Sponsored Programs\textsuperscript{204} provides the opportunity for faculty
and staff to designate their grants as having a community engagement focus on the proposal

\textsuperscript{198} http://www.indstate.edu/publicservice/
\textsuperscript{199} http://www.indstate.edu/conted/
\textsuperscript{200} http://www.indstate.edu/olli/
\textsuperscript{201} http://www.indstate.edu/cbsei/
\textsuperscript{202} http://www.indstate.edu/ips/
\textsuperscript{203} http://www.indstate.edu/arcen/
\textsuperscript{204} http://www.indstate.edu/osp/
routing form. During FY 2008, 73% of funded awards incorporated community engagement and
70% supported experiential learning. The ISU Foundation\textsuperscript{205} is the recipient of four grants from
the Lilly Endowment that directly support community engagement.

Several full-time professional and support staff support the University’s outreach and
engagement activities. The Center for Public Service and Community Engagement is staffed
with three full-time and one part-time professional staff, two support staff, and 3-5 graduate
assistants. The Office of Continuing Education is staffed with three full-time professional staff
and two full-time support staff. The Center for Business Support and Economic Innovation
includes two full-time professional staff and a full-time support staff. The Career Center
maintains a staff of fourteen full-time staff with one graduate assistant.

Co-Curricular Engagement
The Division of Student Affairs, the Center for Public Service and Community Engagement,
student organizations, and academic programs coordinate multiple co-curricular engagement
activities. These include Alternative Spring Break\textsuperscript{206}, Global Youth Service Day and the Martin
Luther King Jr. Day of Service, the Up ‘Til Dawn Fundraiser, and the ISU-sponsored
AmeriCorps program Sycamore Service Corp\textsuperscript{207}.

The Alternative Spring Break program provides the opportunity for students to engage in an
intensive, week-long service project. The program was started in 2003. Since that time teams of
students have traveled to Jackson, MS; Gulfport, MS; Atlanta, GA, and Memphis, TN to
complete a variety of human service projects.

ISU students, faculty and staff provide several hours of service completing projects at local
nonprofit organizations during the Global Youth Service Day as well as during the Martin
Luther King, Jr. Day of Service. These annual service events are a cooperative effort between the
University and 6-10 nonprofit organizations.

Beginning in 2008, ISU has been a participant in the Up ‘Til Dawn Fundraiser. In its first year,
more than 100 ISU students mobilized to raise over $20,000, a figure that exceeded that raised at
any other Indiana college or university. This fundraiser benefited St. Jude’s Children’s Hospital
in Memphis, TN.

ISU students, faculty, and staff also participate in The Jam the Bus, an annual food drive that
benefits the Catholic Charities Food Bank. This collaborative endeavor between the Hulman
Memorial Student Union Board and Sodexho Food Services, typically collects 3,000 pounds of
food each year.

Finally, ISU is a sponsor for an AmeriCorps program, the Sycamore Service Corps. The Corps
was developed by the Center for Public Service and Community Engagement in response to
community needs identified through Compass II, a community-wide needs and assets evaluation

\textsuperscript{205} \url{http://www.indstatefoundation.org/}
\textsuperscript{206} \url{http://indstate.edu/asb/index.htm}
\textsuperscript{207} \url{http://www1.indstate.edu/publicservice/acprospective.htm}
project discussed earlier in this self-study chapter. Sycamore Service Corps members, which include ISU students and community members, work on community needs in education, public safety, human services, and the environment.

Curriculum
No University can claim that something is important to it if it cannot be found in the curriculum. Public service and community engagement is not only in the curriculum, in several ways it is a critical component of the education of ISU students. Whether it be students in Nursing, Social Work, or educator preparation, involvement in the community is a requirement for several degrees. Opportunities are not limited to those students, however. Internships, cooperative education, clinical courses, and service-learning are widely available to students throughout the University.

Social Work, educator preparation, and Nursing students are required to participate in programs that are community based. Social Work students have community service hours that must be completed, future educators must complete supervised student teaching and students in Counseling, School and Clinical Psychology graduate programs provide professional services through internships at outpatient clinics, schools, higher education institutions, hospitals, and various nonprofit human service organizations. Nursing students are placed in 24 different community agencies in Vigo County and the surrounding rural counties for their community health nursing clinical. These students provide 90 hours of community service per semester and develop and implement a variety of primary, secondary, and tertiary prevention activities with these populations.

Opportunities for students to provide community service as part of their education are not limited to those required activities. Sycamore Business Advisors208 (SBA) is a student driven organization in the College of Business that provides strategic process and business development consulting for small to midsize businesses and non-profit organizations in the region. SBA is operated in conjunction with the senior capstone course for business majors. SBA teams have consulted for organizations including Downtown Terre Haute, Imperial Lanes, Biodiesel Southern Indiana, and the Terre Haute Children’s Museum.

Take Back the Night209 is an international social-justice event focused on the elimination of violence against women and other marginalized groups. At ISU, Take Back the Night is organized by students in Women’s Studies 475: Student Activism in Theory and Practice. Students are responsible for all aspects of the program including organizing the rally and march, as well as soliciting sponsors and marketing the program.

ISU is a participant in the American Democracy Project210, a multi-campus initiative that seeks to create an intellectual and experiential understanding of civic engagement for undergraduates enrolled at institutions that are members of the American Association of State Colleges and

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208 http://www.indstate.edu/svba/
209 http://www.indstate.edu/wmnstudy/takebackthenight.html
210 http://www.indstate.edu/adp/
Universities\textsuperscript{211}. Two ISU American Democracy Project activities have been student-led. Pizza and Politics is a monthly program co-sponsored by the Department of Political Science and American Democracy Project. At this monthly event, groups of students organize a panel discussion regarding a timely political issue. Panelists have included students, faculty, public officials, and community representatives. The 4002 in 2004 campaign was a student led voter turnout campaign with the goal of seeing 4002 ISU new student voters participate in the national elections November 2, 2004. In 2008, the American Democracy Project led efforts to register approximately 2000 new student voters.

Core Component 5c –The Organization Demonstrates Its Responsiveness To Those Constituencies That Depend On It For Service.

There are myriad examples of curricular and community partners that depend on Indiana State University being responsive to their needs. ISU meets its obligations through articulation and transfer agreements and demonstrated its sensitivity to both when it reformed its general education program in 2009. Additionally, the University remains responsive to its constituencies through collaborative ventures with higher learning organizations, partnerships focused on shared educational, economic and social goals, and programs that bring together diverse communities.

Support Articulation and Transfer Agreements

Indiana State University has partnered with two-year institutions within Indiana and the surrounding area in Illinois to formalize the transfer of credit for particular majors. Partner institutions include Ivy Tech Community College (Indiana’s statewide community college system), Vincennes University, Lakeland College, Illinois Eastern Community Colleges, and Ancilla College\textsuperscript{212}.

ISU has served as the “broker” of educational services in southeastern Indiana through College Cooperative Southeast since 1997. The College Cooperative Southeast (CCS) is a collaborative effort of the state’s postsecondary institutions to provide postsecondary education opportunities to meet needs of time- and place-bound students in Southeastern Indiana.

The South Central Educational Association, Inc (known as the SCEA Association or the “Association”), a group of local civic leaders, and a partnership of post-secondary institutions known as the South Central Educational Alliance (referred to as the SCEA Alliance or the “Alliance” and composed of Ball State University, Indiana State University, Indiana University, Ivy Tech State College, Purdue University, and Vincennes University) was organized to expand specified educational services available to the place bound students of the six-county region known as South Central Indiana through Community Learning Centers (CLCs).

\textsuperscript{211} http://www.aascu.org/
\textsuperscript{212} http://www1.indstate.edu/transfer/articulations.htm
The Nursing distance education program maintains articulations and contracts with all but three 
states so that its graduates are prepared for licensure exams in those states.

A Transfer-Conscious Foundational Studies Program
In 2007 the Provost and the Faculty Senate jointly created and charged a task force with creating 
a new general education program to replace one that was seen as incoherent and overly 
expensive. Among the several charges given to that task force was to create a program that 
acknowledged the importance of transfer students to Indiana State and of Indiana State to the 
system of higher education in Indiana. The task force and subsequent review bodies took that 
charge seriously and policies were explicitly enacted to ensure that students that began two-year 
degrees at any one of the IvyTech campuses, Vincennes University\(^\text{213}\) or any other two-year 
college, would know that upon completion of those degrees, the bulk of their Foundational 
Studies program at Indiana State University would be complete. These students, regardless of the 
general education requirements at their accredited two-year campus, would only have to 
complete the junior level composition requirement, the ethics and social responsibility 
requirement, and the upper division integrative elective requirement for the ISU Foundational 
Studies program.\(^\text{214}\)

Collaborative Ventures with Higher Learning Organizations and Education Sectors
Indiana State University collaborates with a wide variety of educational organizations. Most 
notably, the Landsbaum Center for Health Education\(^\text{215}\) provides educational facilities to second-
year medical students from the Terre Haute Center for Medical Education\(^\text{216}\), Indiana State 
University Nursing students, and resident-physicians in Union Hospital's Family Medicine 
Residency Program. Attached to the Family Medicine Center on the Union Hospital campus, this 
ew educational center offers unique opportunities for health improvement and team learning 
through partnership and multidisciplinary education. The building houses Union Hospital's 
Richard G. Lugar Center for Rural Health (formerly Midwest Center for Rural Health or 
MCRH), the West Central Indiana Area Health Education Center (AHEC), and portions of the 
Indiana University School of Medicine - Terre Haute, and Indiana State University's Nursing 
program. The center is owned by Indiana University, Indiana State University, and Union 
Hospital.

Additionally, Indiana State University’s Professional Development Schools (ISU,PDS) 
partnership is shaped by the diversity of the students, schools, and school districts involved. In 
1992, the program began with 10 schools (five elementary, one middle, and four high schools) in 
four school districts in west central Indiana. In 1994 -1995, five public schools in Indianapolis 
were added. These rural and urban sites cover all grade levels and include high percentages of 
students living in poverty. The urban sites, in particular, offer pre-service teacher education 
students many opportunities to work with children and youth of highly diverse cultural 
backgrounds. In 1997, one middle school joined the program. In 2000, four more elementary

\(^{213}\) Though Vincennes University remains predominantly a two-year school, it began offering a limited number of 
four-year programs during the review period as they faced their own enrollment challenges.  
\(^{214}\) http://www.indstate.edu/gened/docs/Foundational%20Studies/Approved%20Foundational%20Studies%20Program%204.14.09.pdf  
\(^{215}\) http://www.indstate.edu/thcme/Landsbaum/Landsbaum.html  
\(^{216}\) http://www.indstate.edu/thcme/
schools were added bringing the total to 20\textsuperscript{217} schools. In order to successfully link school reform to reform in educator preparation, the ISU PDS program aims to increase learning for all children in PDS sites; provide optimal learning environments for pre-service educators in schools committed to restructuring and continuous professional development for faculty; provide meaningful professional development for university and school faculty based on their needs; and support school/university collaborative inquiry.

Finally, local economic development needs are supported by the Terre Haute Innovation Alliance, a partnership between the city of Terre Haute, the Terre Haute Economic Development Corporation, Indiana State University and Rose-Hulman Institute of Technology. The ISU partner in this endeavor, the Center for Business Support and Economic Innovation, has started providing services to companies in the process of developing or expanding their products while engaging students in hands-on projects and creating jobs for the local economy.

**Partnerships Focused on Shared Educational, Economic and Social Goals**

There are several examples of partnerships where Indiana State University shares a goal with a community group and where collaboration is natural. Whether it is a history faculty member’s interest in capturing the recollections of citizens of West Central Indiana or the Social Work department’s interest in the safety and well-being of children motivating participation in the Vigo County CARE Council, or ISU’s Facilities Management operations interest in recycling, ISU partners with several community organizations when there are shared interests.

The Wabash Valley Visions & Voices: a Digital Memory Project for West Central Indiana is dedicated to the documentation and preservation of the region's history and cultural heritage in print, pictures, and sound. As a collaborative effort involving the Wabash Valley's libraries, museums, cultural organizations, local government, and community groups, the project provides free access to its digital collection via the Internet and promotes remembrance and lifelong learning. Wabash Valley Visions & Voices is designed in accordance with accepted national and state standards and will become part of the envisioned *Indiana Digital Library*. Its model is the first of its kind as it is driven by people at the grassroots level rather than being project or format based. The Wabash Valley Visions & Voices project continues to grow as new organizations, communities, and private citizens join the effort to create a regional digital repository to preserve and provide access to their history and culture as citizens of the Wabash Valley.

The Vigo County CARE Council promotes community collaboration for education, public relations efforts and other strategies to ensure the safety and well-being of children and families. Members include individuals representing Vigo County School Corporation, ISU, the business community, Terre Haute Police Department, Juvenile Justice Center, Hamilton Center and many other child/family service organizations. Initiatives include the Family Connections web site (hosted on the ISU server), an online resource guide for child/family related services, and 2008 Year of the Child which highlights agencies and programs related to a specific theme each month during 2008.

\textsuperscript{217} Subsequently, one school has dropped from the program.
Facilities Management has provided resources to support several important initiatives that improve the physical environment and quality of life in the community. Facilities management staff members serve on the Vigo County Comprehensive Plan Steering Committee, Vigo County Long Range Transportation Plan Advisory Committee, Community Carbon Footprinting/Sustainability Committee, and Wabash River Development and Beautification, Inc. In addition, facilities management provides a community-wide recycling program. Facilities Management staff members also serve on the community garden leadership committee and provide all of the maintenance and physical management of the community garden.

As District Liaison for the Homeland Security Intelligence Fusion Center, the Public Safety Department coordinates the intelligence gathering activities of law enforcement agencies in an eight county area of west central Indiana. Additionally, ISU Public Safety Dispatch Center serves as backup emergency call center for Vigo County's Consolidated 911. ISU dispatchers have received over 5,000 rollover calls for service since December of 2007.

The Department of Public Safety participates in Vigo County’s Junior Police Academy, a program that reaches approximately 500 middle school students each summer. As part of Terre Haute’s National Night Out program the Department of Public Safety assists other area law enforcement agencies in providing crime prevention information to nearly 10,000 residents each year. Update in 2010.

Sycamore Technology Services is a service organization in the University whose primary mission is to provide free information technology assistance to charitable organizations in the Wabash Valley. The primary beneficiaries of these services are member agencies of the United Way of the Wabash Valley.

Programs that Bring Together Diverse Communities

As an educational institution interested in community engagement, Indiana State University creates and sustains programs that bring culturally diverse activities to the Wabash Valley. From the African-American Cultural Center\(^{218}\), to the myriad Global Nights that celebrate the cultures of students from all over the earth, to the Terre Haute Human Rights Day, ISU provides an avenue for citizens of the Wabash Valley to partake of a more rich diversity of people and culture than they would ordinarily be able to experience. The Osher Lifelong Learning Institute, provides Terre Haute’s senior population with opportunities to learn from experts in a variety of fields. The Blumberg Center for Interdisciplinary Studies\(^{219}\) provides services for families and educators of students with disabilities.

The African-American Cultural Center is responsible for developing and providing opportunities for African-American students to involve themselves in creating, innovating, designating, and deciding cultural programs relevant to them. The African-American Cultural Center creates a learning environment conducive for students, administrators, faculty members, and citizens of the Terre Haute community to understand, recognize, and appreciate the contributions made by African-American people. Major programs of the African-American Cultural Center include

\(^{218}\) [http://www.indstate.edu/aacc](http://www.indstate.edu/aacc)

\(^{219}\) [http://www1.indstate.edu/blumberg/](http://www1.indstate.edu/blumberg/)
African-American History Month, the Ebony Majestic Choir, and a variety of workshops, field trips, and cultural events.

Programming for Dr. Martin Luther King Jr. Day is organized by the Office of Diversity and the Center for Public Service and Community Engagement. This event has featured speakers from all over the region, state, national and world with community citizens and leaders in regular attendance.

Because ISU is the educational home to so many international students, The Office of Student Activities and Organizations works with several international student organizations to present Global Nights. This program offers opportunities for the ISU community, and indeed the whole Wabash Valley community, to experience the food, music, art and cultural of India, Latin America, China, and Africa. These programs bring together international and domestic students with several hundred members of the community.

Terre Haute Human Rights Day is an annual event coordinated through the Center for Public Service and Community Engagement to promote understanding and recognition of the inherent dignity and inalienable rights of all members of the human family. Commitment to preservation and achievement of these ideals serves as the foundation of freedom, justice, and peace. Each year, the Human Rights Day events focus on a designated article from the Universal Declaration of Human Rights. This event is especially noteworthy for the wide variety of collaborating partners. During the past eight years, more than fifteen community partners from across the educational, spiritual, business and labor spectrum have worked with nearly twenty ISU departments and centers to co-sponsor portions of the event.

The Osher Lifelong Learning Institute is a non-profit, membership organization open to all adults in the Greater Wabash Valley, regardless of age or educational background. At its center are academic programs that are designed by its members and tailored to suit their interests. All of these programs (lectures, courses, and special events) are offered without concern for prerequisites, credit, or grades. Indeed, the only prerequisite for membership is a love of learning. The Osher Lifelong Learning Institute emphasizes collaborative leadership and active member participation. Although members volunteer their time to carry out its primary organizational responsibilities, it is the support of Indiana State University that makes these programs possible.

The Blumberg Center for Interdisciplinary Studies provides services for families and educators of students with disabilities. These programs provide in-service training for teachers of students with hearing impairment; person-centered educational training to individuals who are deaf or blind from birth to 21 years; families and service providers with child-focused consultations; a parent/professional resource library; and pre-service and in-service training for Indiana teachers.

Core Component 5d – Internal And External Constituencies Value

The Services The Organization Provides.

Indiana State University is beginning to earn significant recognition from external constituencies, the media, academic organizations, rating entities, and national civic organizations for its leadership in public service and community engagement. More locally, the University’s
resources are being utilized by the community organizations in the Wabash Valley—a clear sign that the community values what ISU has to offer. The Indiana State University Foundation is having increasing success in garnering external support and the University is making a demonstrable economic impact on the Wabash Valley.

**Awards and Recognition**  
Need to update list in 2010.

The list of programs, people, offices, and departments that have been recognized recently for their successes is impressive. These include recognition by the *Princeton Review* as one of the “Best in the Midwest” colleges. ISU’s Human Rights Day Steering Committee was recognized in 2007 as an Affiliate Intellectual Freedom Award winner by the National Council of Teachers of English. Its Center for Economic Education\(^{220}\) earned the Peter V. Harrington Award for Excellence in 2007-2008 for K-12 teacher training. The Department of Educational Leadership, Administration and Foundations was named by the Chronicle of Higher Education as one of the top ten programs for faculty scholarly productivity in 2008. The Insurance and Risk Management program was one of eight recognized as among the nation’s best by Risk Management magazine.

ISU student organizations and students have been recognized for their engagement activities as well. In 2008, the ISU student chapter of The National Association for the Advancement of Colored People (NAACP) was named runner-up for the College Chapter of the Year by the national organization. Ebony Roberts, a sophomore political science major, was named the recipient of the Gloster B. Current Award and the Medgar Evers Youth leadership award.

There have been many recognitions on the individual level as well. Assistant Professor of Management Aruna Chandra received a Fulbright to study business incubators at the University of Sao Paulo. Two other professors of management, Arthur Sherwood and David F. Robinson, received second prize in the Innovation in Business Education Award competition for their entry, “Sycamore Business Advisors Capstone Program.”

**Utilization of University Resources by Constituents**

The University is often the site of community meetings. During the 2007-08 academic year, for example, 26 external groups utilized 83 spaces in the Hulman Memorial Student Union. During the first six months of the 2008-09 year, 21 such groups have utilized 62 spaces.

Though ISU does not own the facility, the University is the regular host of the NCAA Division I Cross Country Championships. In every year but one since 2002, the championships were hosted at the Bird-Gibson National Cross Country Course. This course was developed through a public-private partnership that includes ISU.

**Gifts and Donations to Indiana State University** Update this section in 2010.

Annual gifts to the ISU Foundation totaled $1.72 million in FY 2008 and $1.53 in FY 2007. Major gifts totaled $5.7 million in FY 2008 and $3.4 million in FY 2007. A few examples of major gifts illustrate donors’ support of ISU’s mission. Alumnus and foundation board member, Michael Simmons, made a substantial gift to Team Sycamore Racing that allowed students to

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\(^{220}\) [http://www.indstate.edu/econ/center_for_economic_education.htm](http://www.indstate.edu/econ/center_for_economic_education.htm)
operate, manage, and drive a dragster. The Jane Schnabel Bakerman estate provided a library
dowment to support the Bakerman Student Research Awards, a scholarship program for
undergraduate and graduate students. Lilly Endowment provided a $3 million grant to continue
support of Networks Financial Institute. These funds will provide support for the financial-
services marketplace by developing future industry leaders, improving financial literacy of
consumers, and improving the decision-making process in financial services.

**Economic Impact**

Indiana State University is a positive economic force for the Wabash Valley and State of Indiana.
An independent study conducted by the Jacob France Institute at the University of Baltimore
indicated that ISU contributed nearly $392 million to the local and state economy in 2004-05.
The economic impact study included several notable statistics in support of their findings,
including that ISU is one of the region’s largest employers with 2,785 full and part-time
employees. In addition to this, another 2,600 jobs are supported through related operations and
activities. With a payroll of $166.2 million (in 2005) and an additional $57.9 million in indirect
by University-attributable economic activity, ISU’s economic footprint is substantial. Aside from
these operationally obvious economic impacts, ISU is the educational and cultural center for the
region. Approximately 184,000 visitors attend campus activities including Division I athletic
events, touring Broadway productions, internationally recognized speakers, art exhibits, Terre
Haute Symphony performances, student activities, theatrical performances, alumni events, and
related activities. These visitors spend $27.6 million in the community annually.

**Moving Forward**

Because the special emphasis portion of this self-study focuses on a matter closely related to this
criterion, and because that portion of this document is intended to be more forward looking in
perspective, the details of the following recommendations will be left to that chapter.

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Recommentation 1) Encourage each department and college to explicitly recognize the mission
of community engagement, as it deems appropriate to the discipline, in its
own mission statement.

Recommentation 2) Encourage each department and college to explicitly recognize the mission
of community engagement, as it deems appropriate to the discipline, in its
policies related to faculty hiring, retention, assignment, promotion, tenure,
and performance adjustments.

Recommentation 3) Encourage each department and college to study its curriculum, and where
appropriate, insert community engagement expectations within courses
and where possible, at multiple levels within the curriculum.

Recommentation 4) Examine all policies and practices related to the use of University facilities
by community members to ensure that they are consistent with the mission
of the University.

Recommentation 5) Encourage every faculty member to become an active member of the
Wabash Valley community without regard to their place of residence by
volunteering their discipline-specific expertise to a local, regional, or
statewide government, media, or civic organization. Incorporate of
summary report of this activity in departmental, college, and University
annual reports.
Recommentation 6) Encourage every staff member to become an active member of the Wabash Valley community by volunteering their time to a local, regional, or statewide government, media, or civic organization. Incorporate of summary report of this activity in University annual reports.

Recommentation 7) Examine human resources policies to allow University staff to, when approved by their supervisor and Vice President, devote a small portion of their summer work time to a community agency.

Recommentation 8) Create a means of regularly documenting and publicizing the University’s economic, civic, cultural, and human impact on the community.

Recommentation 9) Create program-specific assessment mechanisms for each engagement program as well as a means of assessing and documenting the University’s cumulative role in the community.
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Chapter Seven
Special Emphasis
Chapter Eight
Federal Compliance

Introduction

The Higher Learning Commission of the North Central Association of Colleges and Schools’ *The Handbook of Accreditation* mandates that universities include a special section entitled “Federal Compliance.” The following is included in this Chapter for Indiana State University: a) assurances that ISU’s policies with regard to courses and credit hours, program length, and tuition are uniformly applied and justified; that the University complies with the Higher Education Reauthorization Act; that the University is in compliance with respect to its off-campus educational sites; that the Higher Learning Commission’s URL, local address, local telephone number, can be found in the undergraduate and graduate catalogs, and University web pages; that the University maintains accreditations for ___ programs; that the University is not dually accredited; and that the University maintains records of student complaints.

Section I: Credits, Program Length, and Tuition

The HLCNCA Handbook for Accreditation, section 8.2-1 states that an affiliated institution must be able to: 1) Equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education; 2) Justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education; 3) Justify any program-specific tuition in terms of program costs, program length, and program objectives. As to each point:

1) At Indiana State University, grades are assigned on a semester credit hour basis, the details of which can be found in the University’s separate Undergraduate and Graduate catalogs (http://catalog.indstate.edu).
2) The programmatic length for majors, minors, and graduate degrees is well within the norm of similarly accredited universities.
3) The University does not charge differential tuition for programs though there are nominal fees added to particular courses that fund the purchase of materials for those courses.

Section II: Institutional Compliance with the Higher Education Reauthorization Act

The HLCNCA Handbook for Accreditation requires: 1) All organizations receiving Title IV funds need to provide copies of documents relevant to Title IV compliance; 2) The self-study report to evaluate the organization’s default rate, if any, and its plans for reducing default; and 3) Organizations should comment briefly on their compliance with other Title IV-mandated student notification requirements such as campus crime reporting and release of completion/graduation rates.

Section III: Federal Compliance Visits to Off-Campus Locations

Indiana State University is not a multi-campus system, however it maintains programs in four prisons in the state (Plainfield, Putnamville, Carlisle, and Rockville.)

Section IV: Institutional Advertising and Recruitment Materials
As per requirements in the HLCNCA Handbook for Accreditation, the University includes the contact information for the Higher Learning Commission in its undergraduate and graduate catalogs (http://catalog.indstate.edu) on its Admissions’ website and on its accreditation page.

Section V: Professional Accreditation
The University maintains accredited programs for all of its programs in the College of Business, nearly all of its programs in the College of Education and, several in its College of Nursing and Health and Human Services, and many in its College of Arts and Sciences and College of Technology. The details of these can be found at (http://www.indstate.edu/academicaffairs/assessment-current_accreditations.htm).

Section VI: Requirements of Institutions Holding Dual Institutional Accreditation
Indiana State University does not maintain dual institutional accreditation.

Section VII: Institutional Records of Student Complaints