

**Assurance Argument**  
**Indiana State University - IN**

**Review date: 9/14/2020**

# 1 - Mission

---

The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

---

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

---

### Development of Mission Statement

The [mission, vision, and values statements](#), under which Indiana State University has operated for much of this review period, were revised most recently in the 2015-16 academic year. The process also included, and was linked with, a [2018 update](#) to our strategic plan, "[There's More to Blue](#)." That mission statement was:

Indiana State University is dedicated to teaching and the creation of knowledge while maintaining its longstanding commitment to inclusiveness, community and public service, and access to higher education.

We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens of the world.

This statement was crafted by a large group of staff, faculty, and administrators, and presented in public meetings to university and community stakeholders. [The process](#) worked to create foundational statements that reflected the university's history as a Normal School and state university, providing an access mission to higher education for a wide range of traditionally underserved students, while also serving the state of Indiana and the broader public good. The vision statements and strategic plan were also developed in line with our strong tradition of shared governance, in which the university's administrative leadership has worked closely with faculty, staff, and student governance. This commitment to our historic and current student body is evident in our mission and related statements, our curriculum design and student support services, and our

distinctive emphases on experiential learning, community engagement, and career readiness.

These [mission, vision, and values documents were revised again](#) during the 2019-20 academic year. They were presented for public comment and input beginning in the Spring 2020 semester. The statements were presented to the Board of Trustees in [May 2020 and approved](#), effective immediately. The revised statements are:

### Mission

We transform the lives of students through a high-quality education infused with experiential learning, community engagement and career-readiness. Our students succeed within a culture of inclusion and support that provides the skills and knowledge to impact Indiana and beyond.

### Vision

We will be the university of choice for students seeking a distinctive, high-quality education highlighted by challenging experiences that prepare our graduates to contribute to the economic vitality and civic and cultural development of their communities and the global society.

### Core Values

*Indiana State is committed to these core values:*

**Learning:** We prepare the next generation of leaders and citizens by providing personalized and transformative experiences that lead to success in the classroom and beyond.

**Discovery:** We nurture intellectual curiosity and growth through the creation of new knowledge and the joy of enhanced human understanding.

**Engagement:** We collaborate with our local and global communities to create long-term relationships, connectedness with integrity, and a shared sense of pride.

**Inclusiveness:** We take action to honor the diversity of individuals, ideas and expressions, ensuring they are genuinely recognized, valued, and lived.

This most recent process was led by Dr. Brad Balch, Dean Emeritus of the Bayh College of Education, and President Deborah Curtis. [The process began](#) in August 2019, when President Curtis met with the Board of Trustees, and then presented a [summary of critical measures and considerations](#) in December 2019. In [public and special sessions](#) Dr. Balch engaged the broadest possible set of university stakeholders throughout the Fall 2019 semester. In addition, electronic surveys allowed others at ISU to offer feedback if they were not able to attend in-person sessions. The core planning group was led by Dr. Balch and the presiding officers of the university's Faculty Senate, Staff Council, and Student Government Association. These new documents passed through the university's shared governance bodies after public debate. This approval process began in January 2020 with a presentation and discussion of draft statements to the President's Council, a large group of administration leaders that meets each month. It was presented to the [Faculty Senate on February 20, 2020](#), and then moved forward for broader public debate.

These newest statements will be incorporated actively across the broader institution starting with the Fall 2020 semester. Throughout the assurance argument, reference to the mission will consider the statement in effect until May 2020. The new mission, vision, and values statement do not reflect a

departure from institutional direction throughout the past decade. Rather, the updated statements are a reflection of our continued commitment to experiential learning and community engagement.

### **Institutional Articulation of Mission - Four Pillars**

The Mission and related statements consistently emphasize [four critical pillars](#) of an Indiana State education: community engagement, experiential learning, inclusive excellence and career readiness. Our Vice President for University Engagement oversees multiple initiatives that foster community engagement and career readiness, including the Center for Community Engagement, the Career Center, and many others (see 1B and 1C). A large scale example of the community engagement implemented by the [Center for Community Engagement](#) is [Donaghy Day](#), a particular point of pride for the institution. Begun by a longtime faculty member, Donaghy Day is a required day of community service for all first-year students who spend time the day before classes begin in their first semester working on projects for volunteer and non-profit groups across the Wabash Valley. Donaghy Day has grown over the years to include over 1,000 students volunteering at over 40 sites in the community. Donaghy Day in Spring 2020 was cancelled due to COVID-19.

**Table 1**

#### **Donaghy Day Participation**

	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2019</b>
<b>Volunteers</b>	404	79	1774	189	1287
<b>Locations</b>	49	19	56	40	42

In addition to support for [ongoing community engagement](#), the Center supports faculty and staff through guidance and [funding \(examples\)](#) to intentionally [incorporate community engagement into classroom and co-curricular learning opportunities](#). Weaving community engagement throughout the academic curriculum and ISU student experience reinforced its importance at the institution.

The ISU Career Center supports the institutional mission through educational and experiential activities to support career readiness. The Career Center employs the First Destination survey by National Association of Colleges and Employers (NACE) as one key measure of success. Our [First Destination](#) placement rate (full-time and part-time employment, enrollment in post-graduate education, or military service) reached 95% for the class of 2018 (reported in 2019), the highest in the state of Indiana. We also report an average salary of more than \$47,000, with over seven in ten graduates staying in the state of Indiana. These numbers support the argument that we are serving our mission to the state and our role to serve first-generation and financially at-risk students.

Experiential Learning is expressed through the [curriculum](#) of each major and includes a [required culminating experience](#) for every ISU student. [These experiences](#) include undergraduate research projects, student teaching, clinical experiences, fieldwork, internships, study abroad, and other discipline-specific work. This broadly based commitment to experiential learning means that all ISU graduates will have experienced a range of hands-on, discipline-based work that prepares them for immediate careers.

Indiana State has long valued inclusion, [diversity](#), and its access mission. President Curtis recently [shared her personal feelings](#) regarding the killing for George Floyd and Black Lives Matter, reiterating a university commitment. President Curtis and other administrators met in a virtual town

hall meeting to hear and respond to concerns from African American students, and a [new Assistant to the President for Human Relations position](#) was created to strengthen ISU's relationships and address social justice issues with underrepresented groups in our community. ISU also recently observed it's first [Juneteenth celebration](#) (albeit virtual) and plans to continue this important recognition. This commitment is also demonstrated throughout our [admissions policies](#) and practices (see tab for Admission Requirements and Regulations). A major recent [policy decision](#) ended the requirement for ACT or SAT scores for admissions to reduce barriers to students. Practices such as the [enrollment deposit waiver](#) also reduce obstacles for students experiencing financial hardship. Our consistent enrollment profile ([2019](#), [2018](#), [2017](#), [2016](#), [2015](#)) includes about one-half Pell eligible and first-generation college students. Enrollment is approximately thirty percent students of color, a figure that has risen steadily in the past several years.

The Office of Equity, Diversity, and Inclusion (OEDI) guides the ISU community in creating and maintaining inclusive environments for all students, faculty, and staff. The Associate Vice President for Inclusive Excellence reports directly to the Provost and Vice President for Academic Affairs and is responsible for the OEDI. This office houses the university's Equal Opportunity and Title IX office and coordinates with the Office of Multicultural Services and Programs in the Division of Student Affairs, among other units dedicated to Inclusive Excellence. The Office's mission includes the commitment to "value the individuals and groups that make up and represent Indiana State University and the Terre Haute community," and to "value a community where all individuals, from all levels, can participate, contribute, and have a voice." Our enrollment profile is considerably more diverse, ethnically and racially, than [Indiana](#). ISU serves [one of the most diverse](#) undergraduate student populations of the Indiana 4-year public institutions, including the highest population of student who identify as Black or African American. Data in the table below represent [total enrollment demographics](#) by percentage at ISU and at all Indiana 4-year public institutions as collected by the Indiana Commission for Higher Education.

**Table 2**

**ISU and Indiana 4-Year Public Diversity**

	<b>2018</b>	<b>2017</b>	<b>2016</b>
	<b>ISU IN*</b>	<b>ISU IN</b>	<b>ISU IN</b>
Asian	1.33 4.25	1.29 4.01	1.30 3.76
Black	16.19 6.99	16.88 6.89	16.73 6.81
Hispanic	4.36 6.58	4.02 6.16	3.51 5.66
White	74.04 68.64	73.88 68.92	74.94 68.59
Other	4.07 13.45	3.93 14.01	3.52 15.18

Source: Indiana Commission for Higher Education

\*All Indiana 4-Year Public Institutions (including ISU)

**Core Institutional Functions That Reflect the Mission**

ISU's supportive learning environment is emphasized through teaching and scholarship, particularly scholarship that engages undergraduates with research faculty. ISU features a wide range of intensive research and creative programs and experiences that allow students to work closely with faculty. One example is our [Summer Undergraduate Research Experience](#) in the sciences ([examples](#)). Students work individually or in small groups with one or more faculty members on original research projects in the lab or in the field. The SURE program began in 2006 with 12 chemistry students; since then almost 500 students have participated, and more than 30 have published original research in peer-reviewed journals. Students receive a full- or part-time stipend, funded through a combination of university allocations, faculty grants, and matching funds from community partners.

To support the critical research and teaching aspects of its mission, the University maintains a vigorous post-tenure [sabbatical program](#) ([Faculty Handbook Section 335](#)) for faculty who are active scholars, regular travel allocations for professional development and to present new scholarship, and a [University Research Grant](#) program. The [Office of Sponsored Programs](#) supports faculty grant writing and submissions and [ongoing development](#). The University's [Faculty Center for Teaching Excellence](#) is a major commitment to developing and maintaining cutting-edge pedagogy for all faculty; not a center for "remedial" work, the FCTE offers [progressive programming](#) for a large number of faculty. The FCTE hosts regular events such as faculty learning communities, a book club, master teacher program, Mornings in May, Jumpstart January, the [Learning Connections Summit](#), and more. [Sessions are recorded](#) whenever possible and made available on the FCTE website. ["Teaching Tuesdays"](#) is a weekly newsletter that provides teaching tips as well with links to current scholarship.

The university's commitment to its mission-specific activities and values was underscored with a significant revision to our Promotion and Tenure guidelines in 2018-2019. Beginning at the University level in our Faculty Handbook, and continuing to every college and department, faculty are specifically required "to contribute to the missions, visions, and values of their department/school, college, and the University." These contributions may take many forms, but every regular faculty member is expected to orient his or her workload around the University's explicit mission, vision, and values. The Department of [History](#) faculty, for instance, added this provision: "Indiana State has distinguished itself as a leader in community engagement and experiential learning and the department is particularly committed to both. Candidates for tenure or promotion should elucidate a compelling case that these activities are linked to their academic expertise, broadly defined. Scholarship resulting from work in these mission-based activities will be considered scholarship 'of engagement.'" These changes form the foundation of alternate pathways to Full Professor as well, allowing faculty to devote their time to serving the university's broad mission rather than strictly focus on traditional, discipline-specific scholarship. This new process reflects the university's commitment to its mission and strategic plan principles that [allow faculty members to choose changing emphases](#) (see section 305.2.2 Mission-Based Activities) in their work over time that coincide with different aspects of the university's mission, vision, and values.

As part of the university's commitment to [first-generation](#) and traditionally under-prepared students we have aligned our student support services to reflect and sustain this aspect of the mission. Within the last decade we [created a University College](#) (UC) to enroll all first-year students and help them make a successful transition to university. The UC provides professional, intrusive advising to all students. First-year students must meet with their [UC adviser](#) before being allowed to register and UC advisors stay in frequent contact with their advisees, intervening with students who are reported as not attending class or who are reported with interim grade point averages below 2.0. The [retention rate for first-year students](#) has improved overall since the creation of the UC.

**Table 3****First-Year Retention**

<b>Year</b>	<b>FTFR Retention</b>
Fall 13	64.46%
Fall 14	64.26%
Fall 15	64.20%
Fall 16	67.82%
Fall 17	61.97%
Fall 18	65.24%
Fall 19	69.20%

Source: Blue Reports

In addition to professional advising in the UC, all five colleges now have professional advisers available throughout the week to help students beyond their first year (working in conjunction with faculty advisers). Other expanded support services for all students include a [Math Lab](#) that provides tutoring for undergraduate math classes and a [Writing Center](#). For students who do not meet key metrics in math preparation we offer developmental math classes that lead students to more advanced, foundational courses in Math that are appropriate for their majors. [From 2016 to 2018](#) the number of at-risk students receiving degrees increased from 651 to 719, and the graduation rate for Pell recipients increased four percentage points, a greater increase than for non-Pell recipients.

All of these university priorities are consistently articulated by the President, Vice Presidents, and by the [academic Deans in annual statements and messages](#). They are also featured in the various college mission and vision statements. The [College of Health and Human Services](#) "fosters student excellence and develops productive citizens who function as skilled health and human services professionals to improve the health and wellbeing of the communities we serve." The [College of Arts and Sciences](#) "provides a contemporary education in the liberal arts and sciences that prepares undergraduate and graduate students to meet the challenges of local, national and global citizenship in the 21st century." The [Bayh College of Education](#) faculty endorse a values statement that emphasizes: "Relevance: We are deeply connected to our communities and professions, identifying the needs that exist and anticipating the promise and possibility of our future. Through authentic conversations and evolving practices, we demonstrate that we are genuine. Diversity, Equity, and Inclusion: We affirm the inherent worth of every individual by providing supportive environments that empower each to thrive. By what we teach and how we practice, we foster cultural humility."

These consistent messages emphasize our core mission, vision, and values: equity, inclusion, community engagement, experiential learning, teaching, and scholarship. University leadership, faculty, and staff strive to present this to campus and the broader communities served.

**Sources**

- Criterion 1 University Mission Vision and Values
- Criterion 1.A Assistant to the President for Human Relations

- Criterion 1.A Center for Community Engagement Ongoing Service
- Criterion 1.A Center for Community Engagement Purpose
- Criterion 1.A CHHS Mission Vision and Strategic Map
- Criterion 1.A Community Engagement and Experiential Learning Grants
- Criterion 1.A Community Engagement Grant Activity 18-19
- Criterion 1.A Department of History PT Guidelines
- Criterion 1.A Diversity at State
- Criterion 1.A Diversity of Indiana
- Criterion 1.A Donaghy Day Participation and Sites
- Criterion 1.A End of SAT ACT Admissions Requirement
- Criterion 1.A Enrollment Deposit Waiver
- Criterion 1.A Enrollment Summary 2015
- Criterion 1.A Enrollment Summary 2016
- Criterion 1.A Enrollment Summary 2017
- Criterion 1.A Enrollment Summary 2018
- Criterion 1.A Experiential Learning Inventory
- Criterion 1.A Experiential Learning Requirement Verification
- Criterion 1.A Faculty Center for Teaching Excellence Webpage
- Criterion 1.A Faculty Sabbatical Resources
- Criterion 1.A Faculty Senate Minutes February 20 2020.pdf
- Criterion 1.A FCTE Annual Report 18 19
- Criterion 1.A FCTE Teaching Tuesdays
- Criterion 1.A FCTE Training Session Video Repository
- Criterion 1.A First Destination Survey Results 2018
- Criterion 1.A First Generation Student Support
- Criterion 1.A FTFR Retention Information
- Criterion 1.A ICHE Enrollment Demographics by Race
- Criterion 1.A Juneteenth Celebration
- Criterion 1.A Learning Connections Summit
- Criterion 1.A NCES Demographic Data Indiana Publics.pdf
- Criterion 1.A Office of Equity Diversity and Inclusion Webpage
- Criterion 1.A OSP Fall Workshops 2019
- Criterion 1.A Presidents Remarks on George Floyd
- Criterion 1.A SURE Grants 18-19
- Criterion 1.A SURE Program
- Criterion 1.A Theres More to Blue Strategic Plan Update 2018
- Criterion 1.A University College Advising Webpage
- Criterion 1.A University College Creation News Release
- Criterion 1.A.1 2015-16 Strategic Plan Timeline.pdf
- Criterion 1.A.1 2019-20 Foundational Statement Review
- Criterion 1.A.1 2019-20 MVV Discussions.pdf
- Criterion 1.A.1 BCOE Community Engagement
- Criterion 1.A.1 Blue is Serving
- Criterion 1.A.1 CAS Community Outreach
- Criterion 1.A.1 CAS Education For Life
- Criterion 1.A.1 CAS Student Research
- Criterion 1.A.1 CAS Study Abroad
- Criterion 1.A.1 KPI Presentation to Board
- Criterion 1.A.1 Res Life

- Criterion 1.A.1 Strategic Plan Steering Committee
- Criterion 1.A.2 About
- Criterion 1.A.2 COT Strategic Plan
- Criterion 1.A.2 Finance and Administration Annual Report 16-17
- Criterion 1.A.2 Finance and Administration Annual Report 17-18
- Criterion 1.A.2 Four Pillars
- Criterion 1.A.2 Mission and Vision Statements.pdf
- Criterion 1.A.2 Promotion and Tenure Policies
- Criterion 1.A.2 Talking Points
- Criterion 1.A.2 Theres More to Blue Overview Amended.pdf
- Criterion 1.A.3 College of Technology
- Criterion 1.A.3 COT Strategic Plan
- Criterion 1.A.3 ISU Acalog ACMS
- Criterion 1.A.3 Theres More to Blue Strategic Plan Goal 1 Benchmarks
- Criterion 1.A.4 COT Fall Enrollment
- Criterion 1.A.4 COT Tutoring
- Criterion 1.A.4 ISU Math Lab
- Criterion 1.A.4 Strategic Planning Timeline 15-16
- Criterion 1.A.4 Writing Center
- Criterion 1.A.5 BCOE Mission Vision and Values
- Criterion 1.A.5 CAS Mission Statement
- Criterion 1.A.5 COT Values Mission and Vision
- Criterion 1.A.5 Dean Statements
- Criterion 1.A.5 Enrollment Summary Fall 2019
- Criterion 1.A.5 Enrollment Summary Spring 2018
- Criterion 1.A.5 Enrollment Summary Spring 2019
- Criterion 1.A.5 HHS Mission Vision and Strategic Map
- Criterion 1.A.5 Honors Mission and Vision Statement
- Criterion 1.A.5 National Ranking
- Criterion 1.A.5 SCOB Mission Statement
- Criterion 1.B.3 Donaghy Day
- Criterion 2.A Board of Trustees Approval of Revised Foundational Statements
- Criterion 2.B Community Engagement Student Involvement
- Criterion 2.B Office of Sponsored Programs 2019 Annual Report
- Criterion 5.C University Research Committee Grants
- Criterion 5.C.1 Office of Sponsored Programs Annual Report 2017-18.pdf
- Theres More to Blue Strategic Plan Strategies and Goals

## 1.B - Core Component 1.B

---

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### Argument

---

Indiana State University's priorities, actions and decisions demonstrate an unwavering commitment to the dual role of educating students for the 21st century and contributing to the public good.

The highest priority of Indiana State University is graduating students who are prepared to be innovative and competent professionals and engaged and informed citizens. Our budgeting and staffing decisions, portfolio of academic programs, and public service and engagement activities and priorities all point to the primacy of our educational mission and our commitment to the public good in the state of Indiana and beyond.

### Budgetary Commitment

The Indiana State University [annual operating budget](#) provides evidence of our commitment to the educational mission of the institution. The Division of Academic Affairs receives by far the largest share of the operating budget at 55%. During the 2019 fall term, the Division of Academic Affairs included 692 instructional faculty. The majority of these faculty (474) were full-time and the majority (442) hold terminal degrees. The faculty teach in a robust selection of over 100 undergraduate major, 90 undergraduate minor and 75 graduate programs. ISU maintains a faculty to student ratio of 18.4 to 1. This ratio allows significant educational engagement between students and their faculty. A significant investment also is made in programs and staff that support student success in their educational endeavors (line items in the budget include Student Success Appropriation, Student Scholarship Programs, Laptop Scholarship Program, Reserve for Student Success). The establishment of the University College in 2013 was a strategic investment that demonstrates our commitment to ensuring that first-year students have a strong start and are likely to earn a degree.

Annually, the [scholarship budget](#) represents approximately 7.5% of the general operating fund budget. Over \$14,000,000 was awarded in 2019-20 to students through academic and need-based scholarship programs. In addition, over \$1,400,000 was budgeted to provide a laptop scholarship for newly-admitted students that are Pell-eligible.

Indiana State University is committed to offering its students state-of-the-art academic facilities. A major effort to improve academic facilities began in 2008. Between 2008 and 2018, [\\$80.6 million in projects](#) were completed to improve academic facilities. Notably, the renovations to the [Science](#)

[Building](#) to improve labs (\$7.7 million) and the corridors (\$4.5 million) were specifically targeted to enhance opportunities for experiential learning with faculty. Since that time, the University has completed a \$64 million renovation and expansion of the [Health and Human Service Building](#) and a \$15 million renovation of the [Fine Arts Building](#). Both renovations included significant improvements for hands-on learning and community engagement (e.g. Community School for the Arts, clinics, gallery, simulation labs).

ISU has been consistent over the years in this budgetary commitment ([FY2017](#), [FY2018](#), [FY2019](#)).

### **Academic Commitment**

University policy also demonstrates the primacy of the educational role of ISU. The [Faculty Handbook](#) (see Section 310.1.1.2) specifies that a normal teaching load is 12 semester credit hours of course work per semester. Instructional needs of the institution take precedence when determining teaching schedules and faculty are expected to be available during hours the University is open (Section 310.1.1.4). The [Faculty Performance Evaluation](#) process indicates not only that faculty must "meet expectations" in teaching (as in other faculty domains) or forgo a raise and develop an improvement plan, but also indicates that the biennial review must include evidence of effective teaching.

As a state-supported institution of higher learning, our primary external stakeholder is the State of Indiana. Indiana State University is governed by a nine-member, bipartisan Board of Trustees appointed by the Governor. The [Policies and Procedures of the ISU Board of Trustees](#) (Section 126.1) state it is the responsibility of the board to "administer this University in accordance with the principles of college and university administration; to maintain and protect the academic freedom of the faculty; to furnish the faculty and instructional staff opportunities for research and continuing education to the end of providing suitable educational opportunities for all qualified applicants for admission to Indiana State University and the broadest and best educational opportunities that are within the power of this Board of Trustees to procure." A number of Board activities ensure that Board members are fully cognizant of academic priorities. These activities include [Board seminars](#) before Board agenda meetings, and a [half-day trustee-in-residence program](#) with the various Deans (see Criterion 2.C).

### **External Community Commitment**

Indiana State University is committed to and excels in its engagement with external constituencies. [The Division of University Engagement](#) was created in 2015 to lead the institution's efforts to engage a wide range of external stakeholders particularly in relation to economic development and quality of life activities. In 2019-20, the budget for University Engagement was [almost \\$3 million](#) (1.6% of the university budget) The division includes several offices and centers that lead and coordinate some aspect of external engagement.

- [The Career Center](#) engages employers through robust internship and employer relation programs.
- [The Center for Community Engagement](#) engages public and non-profit partners in west-central Indiana, the state and beyond in service-learning and community service. The Center for Community Engagement also administers a robust internal [grant program](#) that supports faculty and student community-based projects that [incorporate service and experiential learning into the academic and co-curricula](#).
- [The Business Engagement Center](#) is focused on economic and business development through

partnerships with business and industry, as well as local economic development organizations and the Chamber of Commerce.

- [The Sustainability Office](#) leverages the resources of the University to create more sustainable communities.
- [The Community School of the Arts](#) offers a comprehensive array of arts programs to local children and adults.
- [The Osher Lifelong Learning Institute](#) is a volunteer-driven institute that annually provides high-quality educational programs to several hundred older adults.
- Hulman Center and Event Services manages several venues that provide space for meetings, performances and athletic contests. Hulman Center annually schedules the University Speaker Series, an annual program that features nationally renowned speakers, and the Performing Arts Series, an annual program of nationally touring theater, music and dance productions.

In 2015, Indiana State University earned the [Carnegie Community Engagement Classification](#). This was a re-classification from our original classification in 2006. The classification requires a self-study with documentation of community engagement related to mission, identity and commitments. At this current time, just 361 institutions have this classification.

In 2019, [Washington Monthly College Guide rankings](#) recognized ISU's commitment to community engagement and social mobility, placing ISU 82nd out of 395 national institutions. This ranking is a composite of 3 rankings based on an institution's contributions to the public good in social mobility (71), research (327), and promoting public service (38). This ranking is an improvement from 2018's ranking of 99th.

ISU's engagement of external constituencies extends well beyond the Division of University Engagement. Excellence in community engagement and commitment to the public good is recognized through annual University-wide awards.

- The [Faculty Award for Community-Based Learning and Scholarship](#) is presented annually to one or more full-time faculty members at Indiana State University who have made serving the community an integral part of their academic goals and activities. The purpose of the award is to honor and encourage faculty members who have given generously of their time and energy to the community, through creation and promotion of community-based learning activities and through scholarship focused on community issues.
- [The President's Award for Civic and Community Leadership](#) is presented annually to an undergraduate student at Indiana State University who has made community and civic engagement integral to her/his college experience. The purpose of the award is to honor and encourage students who have given generously of their time and energy through participation in service learning activities.
- The [Volunteer Hero Award](#) is made monthly to one or more staff, faculty or student who has contributed to the Wabash Valley through outstanding volunteer work. An annual awardee is selected from the monthly awardees.
- The Indiana State University Community Partner Award is presented annually to one or more non-profit organizations, educational institutions, public agencies, or private/corporate organizations that have contributed to the experience of Indiana State University students through the development and sustenance of a lasting partnership. This award recognizes organizations that have impacted student learning and faculty teaching and scholarship by providing volunteer opportunities, service-learning or internships, participation in University-sponsored advisory committees, and/or participation in collaborative research

and/or grant projects.

Recognition of faculty commitment to external engagement is codified in [promotion and tenure guidance](#) (see Sections 305.2.2.3 and 205.2.2.4) provided in the Faculty Handbook. The scholarship of engagement is explicitly given as an example of appropriate faculty scholarship. Service to the community and profession is included in the service domain.

The [Community Service Leave program](#) (see Section 516) at Indiana State University provides 15 hours of paid leave for staff to complete community service with the organization of their choice. ISU employees utilize their leave to provide direct service to non-profit organizations, public agencies, faith-based organizations and local schools. During the 2018-19 fiscal year, [298 employees volunteered with 233 community partners to provide 2603 hours of service](#). These volunteers included 184 exempt staff and 144 non-exempt staff.

Some examples of our comprehensive engagement with external constituents include the following:

- [Career Center Employer Engagement](#) - The Employer Relations team engaged 594 unique employers through Career Fairs, networking events, classroom presentation, on-campus interviews and on-site visits during the 2018-19 academic year. The development of our employer relations activities has coincided with improved performance in our first-destination survey and an increase in students completing internships.
- [Donaghy Day](#) - New students at ISU are introduced to our commitment to community engagement through Donaghy Day, a school tradition that sends nearly 1500 students to volunteer with over 30 campus partners during fall orientation.
- [Psychology Clinic](#) - The ISU Psychology Clinic is a space where graduate students see community members for testing & treatment of mental health problems on a sliding-scale (based on income). It provides both experiential learning for students and engagement with the community as we assist in meeting local mental health needs. During the 2019-20 academic year the clinic provided 2,219 appointments to 342 clients.
- [Community Garden](#) - ISUs Garden House & Community garden are not only training resources for campus but also engage “campus” with the community through provision/promotion of sustainable gardening and donation to food banks. Over 100 community members, faculty, staff, and students maintain plots in the garden each year.
- [Sycamore Community Work Program](#) - The Center for Community Engagement coordinates this student employment program. Students in the program are placed in one of 30 non-profit agencies in a variety of part-time jobs. The University and non-profit partner split the cost of the wages.

In addition to its direct engagement with external constituencies, Indiana State University is a major economic driver in the Wabash Valley and State of Indiana. An [Economic Impact Analysis](#) completed in 2017, found that the University generated more than \$473 million annually in total economic output in the State of Indiana and supported more than 5,000 jobs, including employees and individuals whose jobs were created by university construction projects, purchases of good and services, and spending by university employees.

## Sources

---

- Criterion 1.B Volunteer Hero Award
- Criterion 1.B American Democracy Project Programming Examples

- Criterion 1.B Board of Trustees Trustee In Residence Program
- Criterion 1.B Board of Trustees Work Sessions
- Criterion 1.B Business Engagement Center
- Criterion 1.B Career Center Mission Vision Goals
- Criterion 1.B Career Readiness Curriculum Mapping BCOE Example
- Criterion 1.B Career Readiness Curriculum Mapping CAS Example
- Criterion 1.B Career Readiness Curriculum Mapping CHHS Example
- Criterion 1.B Career Readiness Curriculum Mapping COT Example
- Criterion 1.B Career Readiness Curriculum Mapping SCOB Example
- Criterion 1.B Community Engagement Carnegie Classification
- Criterion 1.B Community Engagement Grants
- Criterion 1.B Community Engagement Mission
- Criterion 1.B Community School of the Arts
- Criterion 1.B Community Service Leave
- Criterion 1.B Community Service Leave Summary Report 18 19
- Criterion 1.B Engagement and Service Learning in the Academic Curriculum
- Criterion 1.B Faculty Award for Community Based Criterion
- Criterion 1.B Fine Arts Building Renovations
- Criterion 1.B ISU Named a Best College for Student Voting
- Criterion 1.B ISU Polling Place
- Criterion 1.B New Health and Human Services Building
- Criterion 1.B Office of Sustainability Mission
- Criterion 1.B Osher Lifelong Learning Institute
- Criterion 1.B Presidents Award for Civic Leadership
- Criterion 1.B Science Building Corridor Renovations
- Criterion 1.B Student Involvement in Course Based Service Learning Community Engagement
- Criterion 1.B Terre Haute Human Rights Day Hosted at ISU
- Criterion 1.B University Engagement Purpose and Units
- Criterion 1.B Washington Monthly Rankings 2019 ISU
- Criterion 1.B.1 2016-17 Budgets
- Criterion 1.B.1 2017 Economic Impact Analysis
- Criterion 1.B.1 2017-18 Budgets
- Criterion 1.B.1 2018-19 Expenditures
- Criterion 1.B.1 2019-20 Budgets
- Criterion 1.B.1 2019-20 Financial Aid Expenditures
- Criterion 1.B.1 Financial Aid to Students FY14-FY18
- Criterion 1.B.1 Major Campus Projects 2008-18
- Criterion 1.B.2 Faculty Performance Evaluation Model
- Criterion 1.B.2 Normal Teaching Load
- Criterion 1.B.2 Office of Equity Diversity and Inclusion Expenditures FY15-FY19
- Criterion 1.B.3 Career Center Employer Outreach
- Criterion 1.B.3 Community Engagement in P and T
- Criterion 1.B.3 Community Garden
- Criterion 1.B.3 Donaghy Day
- Criterion 1.B.3 Goal 2 Benchmarks
- Criterion 1.B.3 Psychology Clinic Webpage
- Criterion 1.B.3 Sycamore Community Work Program
- Criterion 2.C.1 Board of Trustees Board Orientation and Development

## 1.C - Core Component 1.C

---

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

---

#### Curricular and Cocurricular Approaches

Indiana State University prepares students for informed citizenship through the undergraduate Foundational Studies program and University-wide co-curricular programming facilitated by the American Democracy Project. All students are required to complete one course in the [Ethics and Social Responsibility category](#) of Foundational Studies. The learning objectives of this category include:

- Understand the historical and philosophical bases of ethical decision-making and social responsibility;
- Use independent thinking, critical analysis, and reasoned inquiry when assessing personal, professional, and societal issues;
- 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
- Articulate how their ethical framework and understanding of social responsibility shape their actions.

Ethics and Social Responsibility courses are grounded in problem-based or experiential learning thus requiring students to apply what they are learning in the classroom to contemporary issues.

The [American Democracy Project](#) prepares students for informed and engaged citizenship by offering an [annual selection](#) of special events and programs, coordinating University-wide voter education and registration initiatives and facilitating student engagement with public officials. "Pizza and Politics" is a monthly program that features a timely political issue. Students come together to watch televised debates or election returns or listen to an expert speaker or panel. Every "Pizza and Politics" program includes time for facilitated discussion. Other special events have included candidate forums. In [October 2019](#), candidates for Mayor of Terre Haute came to campus to address issues of student interest and to answer student questions. A similar forum was organized for state legislative candidates in 2018. [TurboVote](#) is an on-line platform used by the University to drive student voter registration. Students utilize TurboVote to complete registration and receive reminders of critical dates and polling locations. Our efforts to increase student voting were enhanced considerably by the establishment of a campus vote center in 2018. [The process](#) for securing the vote center took several months and extensive engagement with local county government. The effort was coordinated by the

American Democracy Project and led by students from Student Government Association, College Republicans and College Democrats. The vote center was also open for the 2019 municipal election and will be open for the 2020 primary and state/federal election. The focal point of direct student engagement with public officials is the annual [ISU Day at the Statehouse](#). Typically, 50-60 students representing 15-20 student groups develop professional poster presentations that highlight student research, service projects, co-curricular engagement and other initiatives. The students display their posters in the rotunda and advocate for ISU with state legislators, lobbyists and other stakeholders during a luncheon reception.

The results of the American Democracy Project's voter registration and education efforts are impressive. Participation in [The National Study of Learning, Voting and Engagement](#) is another initiative supported by Dr. Carly Schmitt. This study conducted by Tufts University measures voter registration and voting rates among students at more than 1,000 colleges and universities. Our most recent report compared student participation in the 2014 and 2018 federal midterm elections. The results showed that our student registration rate increased from 65.7% in 2014 to 76% in 2018. The voting rate of registered students increased from 18.7% in 2014 to 37.7% in 2018. Furthermore, in 2018 ISU was designated by Washington Monthly as one of ["America's Best Colleges for Student Voting."](#)

Career Readiness has been a priority of ISU's in the [current and previous strategic plan](#). Our career readiness initiatives have been supported by a [five-year, \\$3 million grant from the Lilly Endowment](#). Over the past several years the University has made significant strides toward improving the career readiness of graduates. Specific progress has been achieved through four initiatives: developing a comprehensive employer relations team and strategy, incorporating career readiness into the curriculum, strengthening career development programming in the Career Center and engaging alumni in career readiness activities.

- In 2012, the Career Center established an Employer Relations Team. The team includes three full-time Employer Relations Coordinators and an Assistant Director. Since the team was established, its formal interaction with unique employers through a variety of fairs and networking activities has grown from under 200 to approximately 600.
- University-wide efforts to more fully integrate career readiness into undergraduate majors and the Foundational Studies Program were driven by the 2009, 2016 and 2018 strategic plans. Utilizing the career readiness competencies provided by the National Association of Colleges and Employers, each undergraduate program mapped its curriculum to the competencies ([BCOE](#), [CAS](#), [CHHS](#), [COT](#), [SCOB](#)). Mini-grants were provided by the Career Center to departments from 2012-2019 to revise or enhance curriculum to integrate career readiness.
- Student engagement with the Career Center has increased significantly over the past several years. Total participation in Career Center workshops and classroom sessions increased from 1,958 in 2012-13 to 6,154 in 2018-19. The 2018-19 figure includes 3,434 unique students. During the same period, practice interviews increased from 273 to 1,075. Student participation in [career fairs](#), [networking events](#) and career counselor appointments also increased significantly during this time.

The Career Center and Alumni Association have planned and implemented a strategic effort to involve more alumni in the career development of students. Alumni who participate as employers at career fairs or visit campus to speak to classes or student organizations are presented a gift from the Alumni Association. In 2018, a group of alumni worked with the Career Center to establish a multicultural career development conference during Homecoming week. The program expanded in

2019 to include a [Multicultural Career Connection](#) event, complete with career fair, networking lunch, and workshops. The multicultural workshop program was expanded in 2019-20 from a single day to a monthly series of career-focused programs, all delivered by alumni.

## **Equity and Inclusion**

The role of [Associate Vice President of Inclusive Excellence](#) was changed from the previous role of AVP of Equal Opportunity and Title IX in 2017. The [Office of Equity, Diversity and Inclusion](#) was then established to support Indiana State University's goal of becoming an inclusive-excellent campus. The Office is guided by the Associate Vice President for Inclusive Excellence and the 30-member [Inclusive Excellence Council](#) (see Section 170.1). A significant [budget increase](#) was implemented in 2016 to specifically advance this work. Units within the office include Inclusive Excellence, [Equal Opportunity and Title IX and Affirmative Action](#). Initiatives of the Inclusive Excellence unit include a [supplier diversity program](#), [Disability Service Advisory Board](#), the Affirm Plus Grant and Terre Haute Dual Career Network. The Office of Equal Opportunity and Title IX supports the university by providing all members of the community with expert advice, education, Title IX training and services which ensure the university's compliance with all applicable federal, state, and university equal opportunity, affirmative action, nondiscrimination, and civil rights laws, regulations, and policies. Professional development programs offered by the office have included an annual [Inclusive Excellence Conference](#). Members of the ISU community who have excelled in inclusive excellence work are recognized through the annual [Inclusive Excellence Awards](#).

ISU [educates](#) its faculty, staff, and students on issues of gender equity. In spring of 2015, Indiana State University joined a nationwide campaign, It's On Us. This initiative focused on bystander intervention for sexual misconduct prevention. Per University policy (see 922.11), students and all new employees must complete the University issued sexual misconduct prevention training, [It's On Blue](#). New students (including transfer, graduate, and distance) are required to complete the training during their first semester enrolled in classes at ISU and employees complete the training every two years. The Affirmative Action plan of the University is developed and implemented by the Equal Opportunity and Title IX office.

The Foundational Studies general education program fosters inclusive excellence and a climate of respect through the Global Perspectives and Cultural Diversity requirement. Required coursework in this category is one of the key places where the Foundational Studies program helps students develop effective citizenship, understand cultural diversity, and place themselves in a broader global context. The [objectives of these courses](#) are:

- Develop a basic understanding of one's culture in comparison to another culture or language, and
- 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
- Critically examine issues of cultural differences, societal values and relationships, and evaluate one's own culture and value systems through comparison and contrast to the target language or culture, and
- Use the target language or culture in developing an understanding of the world today

Every undergraduate student is required to take one course in this category.

Disability Student Services is a support unit within the University College that coordinates [support](#)

[services and resources](#) for all students with disabilities. Available academic accommodations include test accommodations, note-taking services, reading services, registration assistance and arrangement of interpreter services. This office also annually coordinates the month-long celebration of [Disability Awareness Month](#) in March.

The Division of Student Affairs plays a key role in fostering a climate of respect and inclusive excellence. The [Office of Multicultural Programs and Services](#) (MPS) includes the [International Student Resource Center](#), [La Casita Student Resource Center](#), [LGBTQ Student Resource Center](#) and [Women's Resource Center](#). These offices offer an array of student programs, student organizations and space for gathering and meeting. An example of a program offered by MPS that builds a climate of respect is [Sycamore SafeZone](#), an ally development program created to establish a campus that is safe and affirming for lesbian, gay, bisexual, transgender and queer students, faculty and staff. The program includes three levels. Level 1, *SafeZone 101*, introduces participants to the experiences of LGBTQ individuals and provides an overview of terminology, pronouns, and symbols related to sexual orientation and gender identity. Level 2, *Sycamore Ally*, focuses on discussion of historic and current issues facing LGBTQ communities, homophobia and heterosexism, and myths and misunderstanding regarding LGBTQ individuals. Level 3, *Sycamore Advocates*, helps participants gain a deeper understanding of topics including sexual orientation vs. gender identity, coming out process, race, religion, identity development models and cisgender privilege. This office also coordinates a wide range of cultural celebrations and programs such as [Hispanic Heritage Month](#), [Lavender Graduation](#) and the [Miss Ebony Scholarship Pageant](#).

The [Charles E. Brown African-American Cultural Center](#) develops and provides opportunities for African-American students to involve themselves in creating, innovating, designating and deciding cultural programs that are relevant to them. The Cultural Center is home to several student organizations, a student employment-based [mentoring program](#), the [ISUccceed transition support program](#), and several University-wide annual events including the Academic Achievement Awards Luncheon, Kwanzaa Celebration, [Fall and Spring Black Congratulatory Celebrations](#), and MLK Commemorative Dinner.

[The Center for Global Engagement](#) coordinates a number of programs to engage students and faculty on global citizenship. Programs fall under broad categories of those specific to our international students and visiting scholars studying on campus, study abroad programs for students, and faculty-led programs with students.

## Sources

---

- Criterion 1.A.2 Theres More to Blue Overview Amended.pdf
- Criterion 1.B American Democracy Project Programming Examples
- Criterion 1.B Career Readiness Curriculum Mapping BCOE Example
- Criterion 1.B Career Readiness Curriculum Mapping CAS Example
- Criterion 1.B Career Readiness Curriculum Mapping CHHS Example
- Criterion 1.B Career Readiness Curriculum Mapping COT Example
- Criterion 1.B Career Readiness Curriculum Mapping SCOB Example
- Criterion 1.B ISU Named a Best College for Student Voting
- Criterion 1.B ISU Polling Place
- Criterion 1.C ADP Democracy Project Terre Haute Mayoral Candidate Forum
- Criterion 1.C ADP Turbo Vote

- Criterion 1.C AVP for Inclusive Excellence Announcement
- Criterion 1.C Black Congratulatory Celebration
- Criterion 1.C Career Center Lilly Endowment
- Criterion 1.C Center for Global Engagement
- Criterion 1.C Charles E Brown African American Cultural Center History and Mission
- Criterion 1.C Day at the Statehouse
- Criterion 1.C Disability Services Advisory Board
- Criterion 1.C Equal Opportunity and Title IX Office
- Criterion 1.C Global Perspectives and Cultural Diversity Objectives and Curriculum
- Criterion 1.C International Student Resource Center
- Criterion 1.C ISU Participation in NSLVE
- Criterion 1.C ISUcced Transition Program
- Criterion 1.C La Casita Student Resource Center
- Criterion 1.C LGBTQ Student Resource Center
- Criterion 1.C MAPS Mentoring Program
- Criterion 1.C Multicultural Career Connection
- Criterion 1.C Office of Equity Diversity and Inclusion Vision and Values
- Criterion 1.C Office of Multicultural Services and Programs Mission
- Criterion 1.C Presidents Council on Inclusive Excellence Annual Report AY 12 13
- Criterion 1.C Presidents Council on Inclusive Excellence Annual Report AY 13 14
- Criterion 1.C Presidents Council on Inclusive Excellence Annual Report AY 14 15
- Criterion 1.C Presidents Council on Inclusive Excellence Annual Report AY 15 16
- Criterion 1.C Presidents Council on Inclusive Excellence Annual Report AY 16 17
- Criterion 1.C Presidents Council on Inclusive Excellence Annual Report AY 17 18
- Criterion 1.C Presidents Council on Inclusive Excellence Annual Report AY 17 18(2)
- Criterion 1.C Presidents Council on Inclusive Excellence Annual Report AY 18 19
- Criterion 1.C Presidents Council on Inclusive Excellence Board of Trustees Presentation AY 12 13
- Criterion 1.C Presidents Council on Inclusive Excellence Board of Trustees Presentation AY 15 16
- Criterion 1.C Presidents Council on Inclusive Excellence Board of Trustees Presentation AY 16 17
- Criterion 1.C Presidents Council on Inclusive Excellence Board of Trustees Presentation AY 17 18
- Criterion 1.C Supplier Diversity Program
- Criterion 1.C Womens Resource Center
- Criterion 1.C.1 AASCU ADP
- Criterion 1.C.1 Career Fair
- Criterion 1.C.1 Foundational Studies
- Criterion 1.C.1 Inclusive Excellence Conference
- Criterion 1.C.1 Its On Blue
- Criterion 1.C.1 Professional Etiquette Dinner
- Criterion 1.C.1 XI Ethics and Social Responsibility
- Criterion 1.C.2 DSAB
- Criterion 1.C.2 Inclusive Excellence Awards
- Criterion 1.C.2 ISU Special Announcement
- Criterion 1.C.2 Office of Equity Diversity and Inclusion Budget FY15-19
- Criterion 1.C.2 Title IX Training and Education
- Criterion 1.C.3 Disability Awareness Month

- Criterion 1.C.3 Disability Resources
- Criterion 1.C.3 Global Engagement
- Criterion 1.C.3 Global Engagement 2
- Criterion 1.C.3 Hispanic Heritage Month
- Criterion 1.C.3 Its On Blue
- Criterion 1.C.3 Its On Blue Get Educated
- Criterion 1.C.3 Lavender Graduation
- Criterion 1.C.3 Miss Ebony Scholarship Pageant
- Criterion 1.C.3 Online Distant Student Resources
- Criterion 1.C.3 Online Education Readiness Quiz
- Criterion 1.C.3 Online Graduate Programs
- Criterion 1.C.3 Safe Zone

## **1.S - Criterion 1 - Summary**

---

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Summary**

---

*There is no argument.*

### **Sources**

---

*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

---

The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

---

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

---

The University Board of Trustees is responsible for approving the [mission and vision](#) of the institution. Last approved on [December 16, 2016](#), the University mission and values is currently undergoing revision – a process that began during Summer 2019. Various internal and external campus stakeholders have been engaged in this review including governance groups, Cabinet, and President's Council. Meetings were held throughout the fall and spring to provide broader campus community participation and feedback. The new mission vision, and values statements were [approved by the Board of Trustees](#) in May 2020.

The University's operating budget is reviewed (sample minutes: [Jan 19, 2012](#), [Feb 1, 2013](#), [Jan 30, 2014](#), [Jan 22, 2015](#)) by a [University Budget Committee](#) (see Section 170.13), which includes [members](#) from all employee groups, before it is submitted to the Board of Trustees for [approval](#). The University's financial statements are [audited each year by the State Board of Accounts](#). Published financial statements include audit opinions. In addition, a separate [federal compliance audit](#) is also conducted by the State Board of Accounts. The request for new, and the use of existing, Course and Program Fees are reviewed each year by a [committee](#) composed of [faculty, staff and students](#).

The safeguard of the University's cash assets is governed by an [investment policy](#), with [quarterly investment reports](#) provided to the Board of Trustees. The June [2019 Moody's bond rating](#) provides evidence of the University's strong financial position. A [Conflict of Interest policy](#) (see Section 912) requires that [board members and employees disclose](#) financial conflicts of interest to the Board of Trustees and personal and familial conflicts of interest to the relevant department or unit head.

Policies governing all academic and faculty functions are published in the University's online Policy Library (PL). PL Section 300 ([Faculty Handbook](#)) provides policies on faculty appointments, duties/responsibilities, promotions, curriculum, distance education, the review of academic administrators, intellectual property, and research compliance. PL Section 200 ([Academic Policies](#)) provides policies on the practices and procedures related to the educational records of students.

The University operates with a high level of shared governance. Interaction and communication

between the administration, faculty, staff, and students is enabled through [regular meetings](#) of Student Government Association, Staff Council, and Faculty Senate. The president and provost hold regular meetings with the leadership groups of the Faculty Senate, Staff Council, and Student Government. Most high-level committees and task forces, [administrative search committees](#), [dean](#) and [senior level administrator](#) evaluations include representatives from these three groups. Representatives from the Faculty Senate, ISU Staff Council, and Student Government are members of the [President's Council](#).

The [development](#) of the University's updated [Strategic Plan \(2018-2021\)](#) included [representatives](#) of governance groups along with alumni and community members. In the summer of 2018, President Curtis led a review of the "There's More to Blue" strategic plan to determine what modifications were needed. This review included retreat discussions with [President's Cabinet](#), [President's Council](#), and [Board of Trustees](#) during August 2018. In September 2018, a special announcement distributed to campus a video of President Curtis outlining the proposed revisions and [soliciting campus feedback](#). Again, during the annual [Fall Address](#) by the University President campus feedback was solicited.

Faculty and staff hiring is guided through a [Faculty and Staff Hiring Manual](#). The Faculty and Staff Hiring Manual was implemented in October of 2016. Maintaining and protecting the integrity of its human resources is done through an [Employee Professional Development Library](#), [Public Safety publications](#), a [Supervisor Certification Series](#) and a [Preparedness/Response Plan](#) for every building on campus. In 2019, 1,038 faculty and staff members participated in various HR training opportunities (discussed in detail in 3C). The University also utilizes SkillSoft as an on-line training module to deliver various types of individualized training.

The University has detailed grievance processes for [faculty](#) (see Section 146.6), [staff](#) (see Section 565), and students (see [Section 460](#) for grievances against staff and [Section 4](#) in Code of Student Conduct for other complaints) available in several published online policies. Actions leading to the discipline and dismissal of faculty are guided through a [Faculty Discipline and Dismissal Proceedings \(PL Sec. 146.6\)](#). The policy library dictates the disposition of [complaints of discrimination and harassment](#) (see Section 923), violations of Equal Opportunity, Affirmative Action, and Title IX are reported to and investigated by the [Office of Equal Opportunity and Title IX](#).

All of the evidence presented above demonstrates that the University not only has established policies to promote fair and ethical behavior on by faculty, administrators, staff, and students, we also follow those policies.

## Sources

---

- Criterion 2.A 2019 Moodys Bond Rating
- Criterion 2.A Administrative Search Committees.pdf
- Criterion 2.A August 2018 BOT Retreat Agenda
- Criterion 2.A August 2018 Presidents Cabinet Retreat Agenda
- Criterion 2.A August 2018 Presidents Council Retreat Agenda
- Criterion 2.A Board of Trustees Approval of Operating Budgets.pdf
- Criterion 2.A Board of Trustees Approval of Revised Foundational Statements
- Criterion 2.A Board of Trustees Dec 16 2016 Minutes Mission Approval

- Criterion 2.A Conflict of Interest Example Forms
- Criterion 2.A Dean Review Committees
- Criterion 2.A Employee Professional Training
- Criterion 2.A Equal Opportunity Office
- Criterion 2.A Faculty Discipline
- Criterion 2.A Faculty Senate
- Criterion 2.A Federal Funds Audit 18-19
- Criterion 2.A Governance Groups Meeting Schedule
- Criterion 2.A Independent Audits of Annual Financial Statements
- Criterion 2.A ISU Staff Council
- Criterion 2.A Mission and Vision 2019-20
- Criterion 2.A Presidents Council
- Criterion 2.A Presidents Fall 2018 Address.pdf
- Criterion 2.A Program and Course Fee Committee Membership and Actions
- Criterion 2.A Provost Review
- Criterion 2.A Quarterly Investment Reports
- Criterion 2.A Special Course Fee Committee
- Criterion 2.A Strategic Plan Revisions Request for Feedback
- Criterion 2.A Student Government
- Criterion 2.A Supervisor Certification Series
- Criterion 2.A Theres More to Blue Strategic Plan Committees
- Criterion 2.A Theres More to Blue Strategic Plan Revision Timeline
- Criterion 2.A Theres More to Blue Strategic Planning Committee 19 20
- Criterion 2.A University Budget Committee
- Criterion 2.A University Budget Committee Membership
- Criterion 2.A University Budget Committee Minutes Feb 1 2013
- Criterion 2.A University Budget Committee Minutes Jan 19 2012
- Criterion 2.A University Budget Committee Minutes Jan 22 2015
- Criterion 2.A University Budget Committee Minutes Jan 30 2014
- Criterion 2.A.2 Academic Policies
- Criterion 2.A.2 Annual Audited Financial Statements
- Criterion 2.A.2 Conflict of Interest Policy
- Criterion 2.A.2 Discrimination and Harassment Complaints
- Criterion 2.A.2 Emergency Preparedness Response Plan
- Criterion 2.A.2 Employee Development
- Criterion 2.A.2 Equal Opportunity and Affirmative Action
- Criterion 2.A.2 Faculty and Staff Conduct
- Criterion 2.A.2 Faculty and Staff Hiring Manual
- Criterion 2.A.2 Faculty Grievance Process
- Criterion 2.A.2 Faculty Handbook
- Criterion 2.A.2 Investment Policy
- Criterion 2.A.2 Public Safety Publications
- Criterion 2.A.2 Staff Grievance Process
- Criterion 2.A.2 Student Grievance Process
- Theres More to Blue Strategic Plan Strategies and Goals

## 2.B - Core Component 2.B

---

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

---

The continually updated University Homepage serves as the gateway to the most popular and important resources for students. At the top of the page, five prominent “buttons” ([Admissions](#), [Programs](#), [Costs & Aid](#), [Online](#), [Visit](#)) serve as short-cuts to primary information. An index of sites at the bottom provide links to all of the information students need. An [Undergraduate and Graduate Course Catalog](#) provides information about curriculum, policies, programs, and services available to students, as well as the BLUEprint available through the catalog link. The link to [Majors and Minors](#) provides a summary of the University’s undergraduate majors, minors, certificates, and licensures, with an overview, degree map, required courses, career opportunities, and other related information for each major and minor. There is a “Directory” of all University faculty and staff that enables students to search by name or office.

[“Sycamore Express”](#) provides undergraduates, graduate students, and advisors with direct links to a variety of important tools and resources. Information on [advising](#), [transfer](#), Sycamore Graduate Guarantee, add/drop a class, applying for graduation, [privacy rights and policies](#), cost of [attendance](#), [tuition calculator](#), [payment due dates](#), [applying for aid](#), housing rates, services, technology, and important publications is all provided from this link.

[Section 126 of the Policy Library](#) provides for University governance groups (Faculty Senate, Staff Council, SGA) to offer advice and propose recommendations to the Board of Trustees through a formal report at each Board of Trustee meeting (examples: [2020](#), [2019](#), [2018](#), [2017](#)). Each group has representatives on University Committees (e.g., [Athletics](#), [Council on Inclusive Excellence](#), [Health Benefits](#), [Parking and Traffic](#), [Speakers Series](#), and [Strategic Planning](#)).

The University’s licensure and related school programs are accredited by the Council for Accreditation of Educator Preparation (CAEP) and the Indiana Department of Education. The programs within the Scott College of Business are accredited by The Association to Advance Collegiate Schools of Business (AACSB). In addition to broad accreditations, several programs in the Colleges of Arts and Sciences, Health and Human Services, and Technology maintain special program level accreditations (e.g., Accreditation Board for Engineering Technology (ABET) - Automotive Engineering Technology, Computer Engineering Technology, and Packaging Engineering Technology; The Association of Technology, Management, and Applied Engineering (ATMAE) – Electronics Engineering Technology, Manufacturing Engineering Technology, Occupational Safety Management, Safety Management; Accreditation Council for Genetic Counseling – Genetic Counseling; American Psychological Association – Psychology Psy.D.;

Accreditation Commission for Education in Nursing (ACEN) – Doctor of Nursing Practice, and Nursing; and Council on Social Work Education (CSWE) Social Work). All of the [University's accreditation relationships and documents](#) (HLC and program level) are available online.

## Research

ISU provides multiple opportunities for students and staff to engage in research. The Office of Sponsored Programs offers targeted searches for external grants and contracts for individuals and departments. The office offers subscriptions to [database services](#) that send regular notices of funding opportunities for faculty and students in their areas of interest. The University receives external awards ([FY18 Annual Report](#) and [FY19 Annual Report](#)) across multiple disciplines that support undergraduate student work in basic research, community engagement, and experiential learning. Our Center for Student Research and Creativity provides students with research support and [opportunities to present their research](#) at a symposium on campus (Exposium 2020 was held virtually) and at national conferences through travel support.

**Table 4**

### Undergraduate Research Student Support

	# of students supported		
	AY 16/17	AY 17/18	AY 18/19
<b>Exposiums</b>			
<b>Fall</b>	<b>66</b>	<b>54</b>	<b>45</b>
<b>Spring</b>	<b>106</b>	<b>96</b>	<b>48</b>
<b>SURE</b>	<b>22</b>	<b>25</b>	<b>28</b>
<b>Sycamore Fellowship</b>	<b>17</b>	<b>11</b>	<b>14</b>
<b>Financial Support</b>			
<b>Travel to Conferences</b>	<b>125</b>	<b>86</b>	<b>33</b>
<b>Research Support</b>	<b>27</b>	<b>15</b>	<b>45</b>
Source: Center for Student Research and Creativity			

With the support from the Office of the Provost and Academic Affairs, each summer the university provides support to approximately 35 students participating in the [10-week intensive Summer Undergraduate Research Experience \(SURE\)](#). These students receive a research fellowship [to work with faculty on research projects](#) in Biology, Chemistry/Physics, Earth and Environmental Systems, and Math and Computer Science ([FY17 Newsletter](#), [FY18 Newsletter](#), and [FY19 Newsletter](#)). To ensure that students and staff conduct research in a responsible way, the Office of Sponsored Programs provides online and face-to-face training throughout the year. An [Institutional Review Board](#) oversees, reviews and approve research involving human subjects; an [Institutional Animal Care and Use Committee](#) oversees, reviews and approves research involving animals, and an [Institutional Biosafety Committee](#) reviews all research involving bio-materials.

## Community Engagement

The University has a long history of leadership in [Community Engagement](#). The University’s commitment to the engagement of its staff is evidenced by giving all full-time employees up to 15 hours and part-time employees up to 7.5 hours of [paid leave each fiscal year to participate in community service](#) (see Section 516). As a result of our long history working with the community, nearly [100 community agencies](#) are already approved as sites where employees can serve. In the 2018/2019 year, 298 employees volunteered with 233 community partners to provide [2,603 hours of service](#). During the same time period, through the University’s focus on incorporating community engagement and experiential learning within academic courses, [total experiential learning hours exceeded 1.2 million hours](#).

## Service Learning

Our [Business Engagement Center](#) provides students and staff with opportunities to work with entrepreneurial start-up businesses. We provide educational services, business start-up grants, office and lab space, incubation services, business planning services, and workshops. A [2017 report](#) credits the University with a \$381M boost to the local economy, creating and or supporting 4% of all jobs in the Wabash Valley.

**Table 5**

### Number of Startups, Existing Businesses, and Not-For-Profits Assisted

2016/2017	2017/2018	2018/2019
49	45	42
<b>Source: Business Engagement Center</b>		

## Sources

---

- Criterion 2.B 2017 SURE Report
- Criterion 2.B 2018 SURE Report
- Criterion 2.B 2019 SURE Report
- Criterion 2.B Athletics Committee Membership
- Criterion 2.B Board of Trustee Governance
- Criterion 2.B Center for Business Engagement Report
- Criterion 2.B Center for Student Research and Creativity 2020 Presentations
- Criterion 2.B Center for Undergraduate Research and Creativity Report
- Criterion 2.B Community Agencies
- Criterion 2.B Community Engagement
- Criterion 2.B Community Engagement Service Report
- Criterion 2.B Community Engagement Student Involvement
- Criterion 2.B Community Service Leave Policy
- Criterion 2.B Council on Inclusive Excellence Membership
- Criterion 2.B Governance Reports to the Board of Trustees Feb 22 2019

- Criterion 2.B Governance Reports to the Board of Trustees Feb 24 2017
- Criterion 2.B Governance Reports to the Board of Trustees May 8 2020
- Criterion 2.B Governance Reports to the Board of Trustees Oct 12 2018
- Criterion 2.B Health Benefits Committee Membership
- Criterion 2.B ISU Home Page Buttons
- Criterion 2.B ISU Website Homepage
- Criterion 2.B Office of Sponsored Programs 2018 Annual Report
- Criterion 2.B Office of Sponsored Programs 2019 Annual Report
- Criterion 2.B Parking and Traffic Committee Membership
- Criterion 2.B Pivot Grant Database
- Criterion 2.B Speaker Series Committee Membership
- Criterion 2.B Strategic Planning Steering Committee
- Criterion 2.B Student Homecoming Committee
- Criterion 2.B Summer Undergraduate Research Experience (SURE) Webpage
- Criterion 2.B SURE Program Guidelines
- Criterion 2.B SURE Program Overview
- Criterion 2.B Sycamore Express
- Criterion 2.B Sycamore Express Advising Information
- Criterion 2.B Sycamore Express Cost Information
- Criterion 2.B Sycamore Express FERPA Information
- Criterion 2.B Sycamore Express Transfer Information
- Criterion 2.B.1 Accreditation
- Criterion 2.B.1 College Website
- Criterion 2.B.1 Course Catalog
- Criterion 2.B.1 Majors and Minors
- Criterion 2.B.2 Community Engagement
- Criterion 2.B.2 Economic Impact Study
- Criterion 2.B.2 Grant Activity
- Criterion 2.E Institutional Animal Care and Use Committee
- Criterion 2.E Institutional Biosafety Committee
- Criterion 2.E Institutional Review Board

## 2.C - Core Component 2.C

---

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

---

The nine member Board of Trustees is [appointed by the Governor of the State of Indiana](#). Two of the nine members must be alumni of the University and are recommended by the Indiana State University Alumni Board. One of the nine members is a current student who is appointed for a two-year term. All other members serve a [four-year term](#). Newly appointed Trustees are expected to participate in a [two-day orientation program](#) to provide a more in-depth understanding of the University, meet with senior leadership to learn about various units and divisions. The University also offers a [Trustee-in-Residence Program](#) to allow Trustees to spend a half-day with College level units.

The Board of Trustees operates within a defined set of [by-laws](#) (see Section 125) and [policies and procedures](#) (see Section 126). Indiana Code also outlines the [duties of Trustees](#). [Meeting dates](#) are established annually and posted on the Board of Trustees website along with meeting [agendas](#) and [minutes](#). The [list of current Trustees with bios](#) can also be located on the website.

The Board of Trustees receives information and makes decisions in a transparent fashion. Various topic-specific [work sessions](#) are held at each meeting to inform and transmit information to the Board on academic and financial matters to be acted upon. All actions are taken in meetings that are open to the public. Executive sessions are limited by state law to the discussion of personnel, real estate, and pending litigation matters. All board actions are required to occur in [public meetings](#). Each meeting [the Board certifies](#) that executive session topics have adhered to those allowed under state law.

Indiana Code requires employees to report any [conflict of interest](#) (see Section 912) prior to any financial transaction or potential financial transaction taking place that may involve any personal interest. The Board of Trustees has adopted the same policy for its work. This policy extends to members of the Board of Trustees. Annually, members of the Board of Trustees are required to complete a conflict of interest statement. Such [statements](#) are filed with the Indiana State Board of Accounts and retained on file in the Office of General Counsel for Indiana State University.

The [Faculty Constitution](#) (see Section 145) outlines [primary authority](#) (see Section 145.2) for academic matters to the faculty of the University. Any changes to the policies contained in the Handbook require approval of the Faculty Senate and the Board of Trustees. Day-to-day management of the University is [delegated](#) (see Section 130.3) by the Board of Trustees to the President of the University.

## Sources

---

- Criterion 2.C Board of Trustees Bylaws
- Criterion 2.C Board of Trustees Certification of Executive Session
- Criterion 2.C Board of Trustees Meeting Agendas
- Criterion 2.C Board of Trustees Policies and Procedures
- Criterion 2.C.1 Board of Trustee Appointments
- Criterion 2.C.1 Board of Trustees Board Orientation and Development
- Criterion 2.C.1 Board of Trustees Duties
- Criterion 2.C.1 Board of Trustees Work Sessions
- Criterion 2.C.1 Conflict of Interest Form
- Criterion 2.C.1 Faculty Primary Authority
- Criterion 2.C.2 Board of Trustee Minutes
- Criterion 2.C.3 Faculty Senate Minutes
- Criterion 2.C.4 Conflict of Interest Policy
- Criterion 2.C.5 Board of Trustee Meeting Dates 2019-2021
- Criterion 2.C.5 Board of Trustee Members 2019-20
- Criterion 2.C.5 Delegation and Authority of the President
- Criterion 2.C.5 Faculty Constitution
- Criterion 2.C.5 Faculty Handbook
- Criterion 2.C.5 Student Government Association Constitution

## 2.D - Core Component 2.D

---

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

### Argument

---

Pursuant to authority established by the ISU Board of Trustees in the exercise of its constitutional authority, the faculty have primary authority governing the [freedom of expression and academic freedom](#) (see Section 145.2.2, item h). Within reasonable limits, the [right of expression](#) (see Section 910) is seen as a necessary right of inquiry, consequently faculty, staff, and students may express their views through normal channels of communication and the University makes every effort to protect this right. The [Code of Student Conduct](#) (see Section 1.1) reinforces the rights of students to participate in a free exchange of ideas and peaceful assembly free of discrimination, including harassment on the basis of race, sex, gender, religion, disability, age, national origin, sexual orientation, or veteran status.

Students are afforded an opportunity to express their views and opinions through a variety of media through the Department of Student Media. Their work has received numerous awards. The student newspaper ([Indiana Statesman](#)) brought home a total [30 awards from the 2019 Indiana Collegiate Press Association Convention](#) in Indianapolis. The newspaper's advertising team came in second place for Advertising Publication of the Year and the Statesman's editorial staff brought home third place for Newspaper of the Year in Division 1. The [Sycamore Yearbook](#) won seven awards, including first place for best execution of theme and best organizations spread in 2019. The student run radio station ([WZIS](#)), celebrating 90 years of broadcasting, continues the same tradition of excellence, [winning awards](#) from the Indiana Association of School Broadcasters, the Intercollegiate Broadcasting System, and the Broadcast Education Association.

Syllabi for Foundational Studies courses include a statement regarding the central tenets of academic freedom and how they relate to course content. Syllabi frequently reference the American Association of University Professors' [1940 Statement of Principles on Academic Freedom and Tenure](#) (e.g., [ENG 305](#), [BEIT 336](#), [COMM 101](#), and [HIST 313](#)). The University recommends an academic freedom statement be included in each syllabus.

The University regularly sponsors programming that allows and invites a discussion of varying views and opinions. The University's annual [Human Rights Day](#) brings community members, high school students, and University students together to dialogue about a variety of current issues related to Human Rights. Participation in the [American Democracy Project](#) seeks to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy. Each year the University hosts the [Jamal Khashoggi Address on Journalism and the Media](#). The address examines current and critical issues related to journalism, the first amendment and freedom of the press. Invited speakers include prominent journalists, authors, filmmakers, photojournalists or other professionals working in the media. David Ignatius was the first speaker in 2019. Steve Inskeep from NPR was scheduled to deliver the address in 2020, but was cancelled as a result of COVID-19 restrictions and safety precautions.

## Sources

---

- Criterion 2.D 1940 Statement
- Criterion 2.D American Democracy Project
- Criterion 2.D Business Report Writing 336 Syllabus.pdf
- Criterion 2.D Communication 101 Syllabus.pdf
- Criterion 2.D English 305 Syllabus.pdf
- Criterion 2.D Faculty Constitution
- Criterion 2.D Foundational Studies Syllabi
- Criterion 2.D History 313 Syllabus.pdf
- Criterion 2.D Human Rights Day
- Criterion 2.D Indiana Statesman Awards 2019
- Criterion 2.D Indiana Statesman Newspaper Online Website
- Criterion 2.D Jamal Khashoggi Address on Journalism and the Media
- Criterion 2.D Programming with Different Views
- Criterion 2.D Right of Expression
- Criterion 2.D Student Code of Conduct
- Criterion 2.D Student Media Department Website
- Criterion 2.D Sycamore Yearbook Website
- Criterion 2.D WZIS Radio Station Awards
- Criterion 2.D WZIS Radio Station Website(2)

## 2.E - Core Component 2.E

---

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

---

Indiana State University is committed to the highest ethical standards in research. As part this effort, all [grant writers are required to disclose any and all financial interests annually](#). Additionally, the University requires that all faculty, staff, and students involved in research are trained in the responsible conduct of research. The Office of Sponsored Programs offers a broad range of [workshops](#) covering all aspects of research in conjunction with a two-day [Responsible Conduct of Research conference](#) each spring. The office offers a series of [RCR seminars](#) throughout the year. All faculty, staff, and students involved in research are also required to complete and pass relevant [Collaborative Institutional Training Initiative](#) (CITI) modules before being permitted to have any role in the project. Depending on the research, training can include biomedical, laboratory, chemical, animal care and use, biosafety, conflicts of interest, export compliance, human subjects research, and responsible conduct of research. Completion of training is monitored and tracked by the Office of Sponsored Programs (OSP). OSP confirms fulfillment of training when applications for research and grants are submitted. The table below documents the CITI training completed in the last 3 years.

**Table 6**

#### CITI Training Courses Completed

	2017-18	2018-19	2019-20
Number of Students	816	765	704
Number of Courses Completed by Students	1295	1316	1184
Number of Faculty & Staff	113	144	107
Number of Courses Completed by Faculty & Staff	175	232	164
Number of Undesignated Individuals	387	310	192
Number of Courses Completed by Undesignated Individuals	827	519	314

Notes:

\* July 1, 2019 to May 31, 2020

Student: person with an email address containing "sycamore"

Faculty & Staff: person with an @indstate.edu email address

Undesignated Individuals: person with an outside email address

All restricted fund financial activities are accounted for in unique accounts within the University chart of accounts. All revenue and expenditure transactions are reviewed and approved by the [Office of Contracts and Grants](#). Annually, independent auditors [audit \(2019 audit\)](#) selected major federal programs for compliance on internal control over compliance in accordance with 2 CFR 200 Uniform Guidance.

The University's Chief Research Officer appoints the membership of the following university committees to ensure both regulatory compliance and the ethical conduct of research.

- An [Institutional Review Board](#) to review and monitor all research involving human subjects ([16/17 Activity Report](#), [17/18 Activity Report](#), [18/19 Activity Report](#)).
- An [Institutional Animal Care and Use Committee](#) to oversee research and educational activities involving vertebrate animals (except human beings) and to monitor the facilities housing animals for research and animal activities ([16/17 Activity Report](#), [17/18 Activity Report](#), [18/19 Activity Report](#)).
- An [Institutional Biosafety Committee](#) to oversee activities involving recombinant DNA, transgenic animals, human body fluids (including blood or blood products), human tissue or cells in culture, human pathogens, potential pathogen sources or other potentially infectious materials (OPIMs). The IBC is responsible for the review and monitoring of research involving these materials in order to ensure that every precaution is taken so the researchers and the general public remain safe while biological and biomedical research is being conducted ([16/17 Activity Report](#), [17/18 Activity Report](#), [18/19 Activity Report](#)).

ISU has recently re-established an Intellectual Property Officer (IPO) as per University's [Intellectual Property Policy](#) (Section 370). Although the policy requires an Intellectual Property Advisory Committee (IPAC), that committee has not existed during the review period. Since her appointment in the 2019-20 academic year, the IPO has started to provide support, training, and guidance to employees who are involved in the development and use of intellectual property ([Fair Use Part 1](#), [Fair Use Part 2](#), [Intellectual Property](#)).

An Office of Environmental Safety monitors all environmental issues on campus (e.g. Bio Waste, Hazardous Chemicals, Radiation Safety, Air Quality). The office is also responsible for offering [educational services](#) to the campus.

Finally, the University takes research misconduct seriously. All university researchers are governed by the University's [Research Misconduct policy](#) in compliance with the National Science Foundation and the Department of Health and Human Services' Public Health Service.

The [Faculty Center for Teaching Excellence](#) supports all faculty, staff, and students involved in teaching and research. The Center hosts numerous [workshops](#) on a wide range of topics (e.g., [copyright](#)) throughout the year that are published on an online calendar and provides links to a broad range of [online resources](#) including academic integrity, research, assessments, cheating, plagiarism, discrimination, inclusive excellence, and student support.

**Table 7****FCTE Participation**

AY	# of Sessions	Average Attendance	Mornings in May Attendance	Total Attendance	Consultations
16-17	113	10.4	171	1186	574
17-18	158	9.26	212	1463	756
18-19	166	11.71	160	1944	931

Source: [Faculty Center for Teaching Excellence 2018-19 Annual Report](#)

Through the programming of the New Faculty Orientation program (2019, 2018, 2017) all regular faculty are prepared for success in teaching, research, and other aspects of their career. Mandatory sessions include teaching excellence, research expectations, support services, promotion and tenure process, portfolio development, and administrative elements such as textbook ordering and advising. In addition, elective sessions on faculty governance and quality of life are offered. The program is required for newly appointed tenure-track faculty and instructors.

The College of Graduate and Professional Studies provides a “[Responsibilities of Students & Dissertation/Thesis Chairs and Committees](#)” document and a statement on [Academic Integrity](#) directing students to the [Code of Student Conduct](#) (Section 2) and requirements on academic integrity and issues of plagiarism.

The Library also provides guidance to our students. The Library offers instruction on how to do research and utilize its many resources, including several discipline- and course-specific guides (e.g. [Health Sciences Guide](#)). Their site includes a link to 22 [libguides](#) on a wide range of topics (e.g., [confronting racism](#), diversity and inclusion, [finding research instruments](#), and [evaluating internet resources](#)). The [Library hosts presentations](#) for general and specific audiences throughout the year.

A [Faculty Guide to Academic Integrity](#) is made available to all ISU faculty. It includes guidance on faculty authority when confronting academic dishonesty and incivility in the classroom. Faculty are provided [suggested syllabus language](#) for academic integrity.

Indiana State University expects all students to read and support the [Policy on Academic Integrity](#) as a core value of the institution. An office of [Student Conduct and Integrity](#) is responsible for conflict resolution as well as addressing alleged violations of the Code of Student Conduct. The University has two (anonymous if preferred) options to report violations. One for reporting [academic misconduct](#) and one is for [general violations](#).

**Sources**

- Criterion 2.A Federal Funds Audit 18-19

- Criterion 2.E Academic Misconduct Report Form
- Criterion 2.E Audits
- Criterion 2.E CITI Training Course Completion
- Criterion 2.E Collaborative Institutional Training Initiative (CITI Program) Training Site
- Criterion 2.E Faculty Center for Teaching Excellence Converting Courses to Online Resource
- Criterion 2.E Faculty Center for Teaching Excellence Copyright Resource
- Criterion 2.E Faculty Center for Teaching Excellence Guide to Library Resources
- Criterion 2.E Faculty Center for Teaching Excellence Video Conferencing Using Skype for Business Resource
- Criterion 2.E Faculty Center for Teaching Excellence Workshops
- Criterion 2.E Fair Use Workshop 2 2020
- Criterion 2.E Fair Use Workshop 2020
- Criterion 2.E FCTE Annual Report 18 19
- Criterion 2.E FCTE Copyright Resources
- Criterion 2.E FCTE Resources
- Criterion 2.E Financial Conflict of Interest Disclosures
- Criterion 2.E General Misconduct Report Form
- Criterion 2.E Health Sciences Library Guide
- Criterion 2.E Institutional Animal Care and Use Committee
- Criterion 2.E Institutional Biosafety Committee
- Criterion 2.E Institutional Review Board
- Criterion 2.E Intellectual Property Workshop 2019
- Criterion 2.E ISU Collaborative Institutional Training Initiative (CITI Program) Account
- Criterion 2.E Lib Guides Evaluating Sources
- Criterion 2.E Lib Guides Finding Research Instruments
- Criterion 2.E Lib Guides for Faculty and Students
- Criterion 2.E Lib Guides Racism and AntiRacism
- Criterion 2.E Library Events
- Criterion 2.E New Faculty Orientation 17 18 Schedule
- Criterion 2.E New Faculty Orientation 18 19 Schedule
- Criterion 2.E New Faculty Orientation 19 20 Schedule
- Criterion 2.E Office of Contracts and Grants
- Criterion 2.E Office of Sponsored Programs Workshops
- Criterion 2.E Office of Student Conduct and Integrity
- Criterion 2.E Policy on Academic Integrity
- Criterion 2.E Responsible Conduct of Research Conference
- Criterion 2.E Responsible Conduct of Research Seminar
- Criterion 2.E Sample Academic Integrity Syllabus Language
- Criterion 2.E.1 Environmental Safety
- Criterion 2.E.1 Federal Compliance Audit
- Criterion 2.E.1 Federal Funds Audit
- Criterion 2.E.1 Federal Funds Audit Report
- Criterion 2.E.1 IACUC Annual Report 2016-17
- Criterion 2.E.1 IACUC Annual Report 2017-18
- Criterion 2.E.1 IACUC Annual Report 2018-19
- Criterion 2.E.1 IBC Annual Report 2016-17
- Criterion 2.E.1 IBC Annual Report 2017-18
- Criterion 2.E.1 IBC Annual Report 2018-19
- Criterion 2.E.1 Intellectual Property

- Criterion 2.E.1 IRB Annual Report 2016-17
- Criterion 2.E.1 IRB Annual Report 2017-18
- Criterion 2.E.1 IRB Annual Report 2018-19
- Criterion 2.E.1 Research Misconduct
- Criterion 2.E.2 Course Transformation Academy
- Criterion 2.E.2 Cunningham Memorial Library
- Criterion 2.E.2 Dissertation or Master Thesis Responsibilities
- Criterion 2.E.2 Faculty Center for Teaching Excellence
- Criterion 2.E.2 Graduate Student Academic Integrity
- Criterion 2.E.2 New Faculty Orientation Program
- Criterion 2.E.3 Cunningham Memorial Library
- Criterion 2.E.4 Academic Integrity

## **2.S - Criterion 2 - Summary**

---

The institution acts with integrity; its conduct is ethical and responsible.

### **Summary**

---

*There is no argument.*

### **Sources**

---

*There are no sources.*

## 3 - Teaching and Learning: Quality, Resources and Support

---

The institution provides quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

---

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

## Argument

---

### Degree Integrity

The [catalogs](#) (current undergraduate and graduate, archived undergraduate and graduate) of the university are maintained through Acalog (with revisions tracked and moved through faculty review using [Curriculog](#)). The policies regarding curriculum creation and revision are found in the [Curriculum Approval Procedures \(CAPS\) manual](#) (various sections of this online manual are described below). The policies regarding what [constitutes a course](#) are found in rules and guidelines sections, as are the [policies](#) regarding what is required for an undergraduate or graduate program or a certificate are also found in this section.

The CAPS manual is the guiding document for course and program approval:

- The process by which courses and programs are approved are described in the [Curriculum Development Process](#) section of the CAPS manual. Generally, curriculum flows from the faculty in the department, through department approval, then on to college-level approval, and if required, university level approvals. The CAPS manual provides guidance on when various levels of governance and administration will be involved. Curriculog workflow is aligned with the CAPS process and tracks approvals at all levels (examples include: [existing course modification](#), [new course proposal](#), [existing program modification](#), [new program proposal](#)).
- The degree to which the administration and faculty interact and control the development of curriculum are described in the [Roles and Levels](#) portion of the CAPS manual.
- The policies regarding course numbering (and the levels for courses), course descriptions, what constitutes a credit hour, whether courses can be repeated for credit (or have variable credit hours), have special (Foundational Studies, Honors, or Service Learning) designations, and can carry fees, are located in the [courses subsection of the Policies, Rules and Guidelines section of the CAPS manual](#).
- The process by which programs are developed, what is required for a major, minor,

concentration, or certificate; accelerated graduate programs; off-campus programs; and distance programs are located in the [Policies for Program Approvals subsection](#) of the Policies, Rules and Guidelines section of the CAPS manual.

- Policies related to the addition, merger, elimination, or other modification of an academic unit are located in the [Proposals for Creation or Reorganization of Academic Units subsection](#) of the Policies, Rules and Guidelines section of the CAPS manual. The most recent example is the [merger of three departments in the School of Nursing into one](#).

Beyond faculty governance review when curriculum is created or modified, currency of ongoing programs and courses is confirmed through a process of external program review. All [graduate programs](#) are reviewed by the Graduate Council (a body established by the Colleges in conjunction with the Faculty Senate; sample minutes [[1](#), [2](#), [3](#), [4](#), [5](#)] and [annual report](#)). All courses and areas (called "ways of knowing") within the Foundational Studies program are reviewed by University College Council on a rotating basis. The results of all of these reviews is housed in academic affairs on the accreditation and [program review webpage](#).

### **Student Learning Outcomes for Academic Offerings**

Every program maintains [learning outcomes](#) and those are housed on the university's [assessment](#) page. The learning outcomes for the Foundational Studies program are also housed in that location. The [CAPS manual \(in particular the subsection on review roles\)](#) requires that review committees and administrators (at the department, college, and university level) examine the content of courses and programs to ensure that the appropriate level of rigor is exhibited (examples of differentiation between undergraduate and graduate outcomes in the same program: [BCOE](#), [CAS](#), [CHHS](#), [COT](#), [SCOB](#)).. The learning outcomes of the College of Graduate and Professional Studies that are required to be included in all graduate programs are also published on the assessment webpage.

Graduate learning outcomes on courses are examined by the Graduate Council ([See 5C in Minutes](#)) when course revisions are made. If the course is a combined undergraduate/graduate course (i.e. 400/500 level), the Graduate Council reviews the outcomes, and expectations of students are clearly differentiated. When faculty determined it was an appropriate time to add accelerated master's degree programs (4+1), the [process and guidelines](#) were developed within the Graduate Council, and approved by the Faculty Senate and [Board of Trustees](#).

To ensure that colleges and departments execute regular and appropriate review of syllabi and ensure the consistency and accuracy of course learning goals, a [syllabus inventory report](#) was created in Digital Measures. Chairs can pull this report, such as shown in the above sample, to check syllabi for outcomes and for other required elements. Individual courses have also been reviewed periodically in terms of the D/F/W rate and student learning. One recent effort identified courses to participate in an institutional project called a Course Transformation Academy where faculty worked with the Faculty Center for Teaching Excellence to redesign courses to improve student success ([2015 projects](#); [2017 projects](#)).

Indiana State University has no satellite campuses but collaborates with several school corporations for dual credit (discussed further in Criterion 4.A), has 1 [consortial agreement](#) for a Ph.D. in Technology Management for which we are the home institution, and offers several programs and many courses with distance delivery. When a course or a program is offered in more than one modality, the [learning outcomes](#), the review process, and the assessment plan remain identical. The Foundational Studies program requires that all courses meet their learning outcomes without regard

to modality (with the same outcomes, process, and plan as the face-to-face courses).

## Sources

---

- Criterion 3.A Accelerated Programs Minimum Criteria
- Criterion 3.A Board of Trustees May 2017 Minutes Approval of Accelerated Programs Minimum Criteria
- Criterion 3.A CAPS Manual Creation or Reorganization of Academic Units
- Criterion 3.A CAPS Manual Program Development Policies
- Criterion 3.A CAPS Manual Programs Policies
- Criterion 3.A College of Graduate and Professional Studies Graduate Program Review Procedures
- Criterion 3.A Course Transformation Academy Examples 2015
- Criterion 3.A Course Transformation Academy Outcomes 2017
- Criterion 3.A Curriculum and Academic Affairs Committee 16 17 Annual Report
- Criterion 3.A Curriculum and Academic Affairs Committee 17 18 Annual Report
- Criterion 3.A Curriculum and Academic Affairs Committee 18 19 Annual Report
- Criterion 3.A Curriculum Development and Approval Workflow Course Modification
- Criterion 3.A Curriculum Development and Approval Workflow New Course
- Criterion 3.A Curriculum Development and Approval Workflow New Program
- Criterion 3.A Curriculum Development and Approval Workflow Program Revision
- Criterion 3.A Curriculum Development Process
- Criterion 3.A Differentiated Undergraduate and Graduate Student Learning Outcomes BCOE.pdf
- Criterion 3.A Differentiated Undergraduate and Graduate Student Learning Outcomes CAS.pdf
- Criterion 3.A Differentiated Undergraduate and Graduate Student Learning Outcomes CHHS
- Criterion 3.A Differentiated Undergraduate and Graduate Student Learning Outcomes COT
- Criterion 3.A Differentiated Undergraduate and Graduate Student Learning Outcomes SCOB
- Criterion 3.A Graduate Council 17 18 Annual Report
- Criterion 3.A Graduate Council Minutes April 03 2019 Discussion of Graduate Program Reviews
- Criterion 3.A Graduate Council Minutes April 17 2019 Discussion of Graduate Program Reviews
- Criterion 3.A Graduate Council Minutes April 2017 Discussion of Graduate Program Reviews
- Criterion 3.A Graduate Council Minutes April 2018 Discussion of Graduate Program Reviews
- Criterion 3.A Graduate Council Minutes March 2020
- Criterion 3.A PhD Technology Management Consortium Program
- Criterion 3.A Program Review Schedule
- Criterion 3.A School of Nursing Reorganization
- Criterion 3.A Student Learning Outcomes Library.pdf
- Criterion 3.A Syllabus Inventory
- Criterion 3.A.1 CAPS Manual Conceptual Framework
- Criterion 3.A.1 CAPS Manual Curriculum Framework.pdf
- Criterion 3.A.1 CAPS Manual Framework
- Criterion 3.A.1 CAPS Manual Opening Page
- Criterion 3.A.1 CAPS Manual.pdf
- Criterion 3.A.1 Catalog Opening Page

- Criterion 3.A.1 Curriculog Curriculum Review System
- Criterion 3.A.1 Graduate Catalog Doctoral Ed
- Criterion 3.A.1 Graduate Catalog Selection Page
- Criterion 3.A.1 Undergraduate Catalog Certificate and License Selection
- Criterion 3.A.1 Undergraduate Catalog Certificate and License Selection(2)
- Criterion 3.A.1 Undergraduate Catalog Minor Selection
- Criterion 3.A.1 Undergraduate Catalog Opening
- Criterion 3.A.1 Undergraduate Catalog Program Selection
- Criterion 3.A.1 Undergraduate Catalog Program Selection 2
- Criterion 3.A.1 Undergraduate Minor Selection
- Criterion 3.A.2 Graduate Assessment Results.pdf
- Criterion 3.A.2 Undergraduate Assessment Results
- Criterion 3.A.2 Undergraduate Program Learning Outcomes.pdf
- Criterion 3.B.1 FS About.pdf
- Criterion 3.B.1 FS Advising Guide.pdf

## 3.B - Core Component 3.B

---

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

## Argument

---

### Foundational Studies

Indiana State University's general education program is called the [Foundational Studies](#) Program and is grounded in the [AAC&U and LEAP](#) standards for liberal education, as [Indiana is a LEAP state](#). The philosophy of the program is available to constituents in the [undergraduate catalog](#) under a tab dedicated to University Foundational Studies:

*... we are committed to providing students with a high quality education that will develop their intellectual abilities while providing them with the skills and knowledge base they will need to successfully navigate the complexities of the twenty-first century. Indiana State's Foundational Studies Program is the cornerstone of this goal. The Foundational Studies curriculum seeks to create well-rounded individuals; students therefore have the opportunity to take courses in science, history, literature, behavioral sciences, and the fine arts. The Foundational Studies program also seeks to prepare students for active lives as citizens and includes courses on ethical behavior, social responsibility and global perspectives. Together the major and the Foundational Studies curriculum prepare students to be effective communicators, critical thinkers, and informed decision makers.*

Broad [Foundational Studies program learning outcomes](#) state that 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.

Drawn from these broad outcomes, all the categories of the Foundational Studies program have specific (and assessed) learning objectives that are intended to meet the broad learning outcomes outlined above. ([Composition](#), [Communication](#), [Quantitative Literary](#), [Health and Wellness](#), [Lab Science](#), [Social and Behavioral Science](#), [Historical Perspectives](#), [Literary Studies](#), [Fine and Performing Arts](#), [Global Perspectives and Cultural Diversity](#), [Ethics and Social Responsibility](#), and [Upper Division Integrative Electives](#).)

Each course (in order to be [approved for the program](#) or remain in the program) must include the following three Skill Applied Learning Requirements.

- Explicitly demonstrate how the curriculum will develop critical thinking skills.
- Explicitly demonstrate how the curriculum will develop information literacy skills.
- Include a graded writing component, which whenever possible is developmental.

The Foundational Studies program requires a minimum of 40 credit hours, depending upon major and preparation. Each of the categories requires a course at least one 3-credit course (except laboratory science which is typically 4 credit hours). Two 3-credit-hour [Upper Division Integrative Electives](#) (UDIE) are also required. Students completing the [Honors Program](#), completing a minor, or studying abroad, have their Foundational Studies program modified to reflect the learning encapsulated in these options. In 2012, the State of Indiana convened state institutions to develop a [statewide general education transfer core](#). ISU's Foundational Studies program is aligned with that core, which also has a foundation in LEAP.

The basic structure has remained unchanged since 2010 almost certainly because the effort a decade ago was a collaborative one that combined the operational and economic necessities of the administration with the educational and pedagogical principles of the faculty. That makes it the most enduring Foundational Studies/General Education program in forty years. The modifications made, summarized below, have only been made as part of university-wide efforts in the early 2010s to accelerate degree completion or as a result of thoughtful, assessment-driven analysis.

- **2013** - A reduction from three UDIE courses to two ([approved](#) as part of a University-wide effort to encourage degree completion). Two of the three UDIE courses could be waived with any combination of the completion of the Honors Program, a minor, or a study abroad experience. When the number of UDIE courses was reduced, these factors could waive only one of those UDIE courses.
- **2014** - A prerequisite of 45 credit hours was established for UDIE courses to emphasize the desire that the courses be taken after the bulk of the ways-of-knowing courses were complete. This was done to reinforce the status of UDIE courses as writing intensive with a focus on synthesis of those ways of knowing.
- **2017** - After [extensive review](#) of the Historical Perspectives requirement, it was modified to change the dominant path (including 100-level courses typically taken in the first year) to move to either a 200-level or a 300-level course taken in the second year (or later) to emphasize intense reading comprehension and writing expectations.

- **2019** - The Quantitative Literacy category was [reviewed](#) and modified to include a greater emphasis on written communication of quantitatively-derived conclusions (becomes effective Fall 2020). A [workshop](#) was hosted for category faculty during Summer 2020 to clarify changes and provide resources to support their teaching and evaluation of writing, including sample syllabi with exemplar assignments. Additional development opportunities are planned.

There is one other theme of note in these modifications to the Foundational Studies program that deserves particular mention. Data from the [Writing Across the Sycamore Community project](#) and the 2016 NSSE/FSSE pointed to the need to increase and deepen our approach to developmental writing for all undergraduate students. The modifications to the [Historical Perspectives](#), [Quantitative Literacy](#), and [UDIE](#) requirements were focused on these needs. Writing was already in every Foundational Studies course with an emphasis, where practical, that writing be developmental. The aforementioned Skill Applied Learning Outcomes that appear in each area's learning objectives states this.

Through the University College Council (UCC; with representation from all of the ways of knowing/program area; colleges), oversight over the program is provided by a body that meets monthly. This body was [recognized by the Faculty Senate](#) in 2014-15 as having equivalent standing to other college governance bodies. This standing allows the UCC to make changes to the program in a manner equivalent to any other college. Practically speaking, that means that most program modifications are reviewed in the UCC and at [Curriculum and Academic Affairs Committee](#) (CAAC; in accordance with the [CAPS manual](#)). Only when the change is considered to have a major impact on the university does the matter have a hearing by the Faculty Senate.

### **Human and Cultural Diversity**

The most obvious and direct way in which the university provides undergraduate students with exposure to the diversity of humanity is through its Global Perspectives and Cultural Diversity requirement in the Foundational Studies program. The [learning objectives](#) of that element of the program require that students:

- Develop a basic understanding of one's culture in comparison to another culture or language, and
- 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
- Critically examine issues of cultural differences, societal values and relationships, and evaluate one's own culture and value systems through comparison and contrast to the target language or culture, and
- Use the target language or culture in developing an understanding of the world today.

The [courses](#) that meet this requirement come from African and African-American Studies, Economics, English, Earth and Environmental Sciences, Educational Psychology, History, Human Resource Development, Political Sciences, Sociology, and from Gender Studies.

At the graduate level, the Graduate Council and the College of Graduate and Professional Studies have adopted graduate student learning outcomes (GLSO). These outcomes were mapped to the ISU Mission Statement and emphasize contributions, and therefore understanding, of our diverse and complex communities:

- Students demonstrate professional communication proficiencies.

- **Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**
- Students recognize and act on professional and ethical challenges that arise in their field or discipline.
- Students achieve mastery of the knowledge required in their discipline or profession.
- Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.

Like the College of Graduate and Professional Studies, the Bayh College of Education can adopt outcomes and statements that encompass all degree programs. The Bayh College of Education's [conceptual framework](#) emphasizes the importance of understanding a diverse world in order to be a complete professional.

Programs offered by the [Center for Global Engagement](#), the [Charles E. Brown African-American Cultural Center](#) and the [Office of Multicultural Services and Programs](#), allow students from all backgrounds to experience the cultural richness at ISU. Moreover, the institution continues to support academic programs that allow students to explore diverse issues in depth. In the College of Arts and Sciences the programs of African and African-American Studies; Languages, Literatures, and Linguistics, History, Social Justice, Gender Studies, and International Studies are examples. Also in the College of Arts and Sciences, special programs like [the Community Semester](#) provides an extended period of time to integrate programs and courses around themes, such as the 2018 theme of 1968.

### **Scholarship, Creative Work, and Discovery of Knowledge**

Tenured and tenure-track faculty have a scholarship expectation for their appointments which is described in section 310 of the [Faculty Handbook](#). The details of those expectations are department and college specific, but generally speaking, they are appropriate to the mission of the institution, college, and department. The types of scholarship accepted by the institution was [broadened during the review](#) period to explicitly include that which is related to the institutional missions of Community Engagement and Experiential Learning.

A [report on scholarship and research activity](#) (produced through Digital Measures) for the review period shows that the faculty are appropriately productive to the mission of the institution. The first grouping of faculty for each activity type and college includes all faculty who were with the university at any point in the review period while the second includes only those faculty currently with the university. Given our mission and focus on community engagement, as well as the ability to receive promotion and tenure credit for it, we track the scholarship that faculty report they have completed in conjunction with [community partners](#).

**Table 8**

**Faculty Scholarship January 1, 2011 - December 31, 2019**

	<b>Intellectual Contributions</b>	<b>Presentations</b>	<b>Contracts and Grants</b>	<b>Performances and Exhibitions</b>	<b>Intellectual Property</b>	<b>Total</b>

	Current	All	Current	All	Current	All	Current	All	Current	All	Current	All
<b>BCOE</b>	399	460	810	999	143	178	10	10	2	2	1364	1649
<b>COAS</b>	1399	1543	2384	2602	556	643	1628	1767	4	4	5971	6559
<b>HHS</b>	599	782	955	1271	403	552	37	37	3	4	1997	2646
<b>COT</b>	285	301	363	388	164	186	15	16	5	5	832	896
<b>SCOB</b>	226	267	216	231	48	49	0	0	0	0	490	547
<b>LIB</b>	162	173	139	182	12	17	0	0	0	0	313	372

In 2018-2019, the university had 70 faculty submit [86 external grants totaling \\$14.4 million](#). Of those, 50 were awarded and \$7.1 million brought in. Notable recent awards include a grant from the U.S. Department of Education *Strengthening Institutions Program for Indiana State University: A S.M.A.R.T. Initiative for Student and New Faculty Mentoring* and one from the Missouri Department of Conservation related to Bats and forest habitat management. Other large grants came to the Department of Applied Medicine and Rehabilitation (through Franciscan Health) and to the Bayh College of Education's Blumberg Center. These external awards are closely aligned with the institutional mission and focus on student success and engagement.

**Table 9**

**Three-Year Summary of External Grants/Contracts**

	Proposals	Awards	Amount of Award
<b>2016-17</b>	117	73	\$6.1 million
<b>2017-18</b>	96	73	\$8.5 million
<b>2018-19</b>	86	50	\$7.1 million

The Summer Undergraduate Research Experience (SURE), which began in 2006 with only 6 students in one department, has grown to include [45 undergraduates in 18 different labs across 7 departments](#) and 1 external unit (Applied Health Science, Applied Medicine and Rehabilitation [Athletic Training], Biology and The Center for Genomic Advocacy, Chemistry and Physics, Earth and Environmental Systems, Mathematics and Computer Sciences, Psychology, IU School of Medicine). During the period from 2016-2019, 234 SURE students were supported in their travel to conferences

(including NCUR) and 457 students total participated in ISU's Exposiums.

The faculty of ISU actively engage with students in scholarship and creative activities. Data pulled from Digital Measures demonstrate the range of work in which students are engaged with faculty.

**Table 10**

**Engagement with Faculty in Scholarship and Creative Activities  
Reported from Digital Measures August 1, 2014-May 31, 2020**

	<b>Number of Faculty</b>	<b>Number of Students</b>
Book, Chapter in Scholarly Book-New	5	8
Book, Scholarly-New	1	1
Book, Textbook-Revised	1	1
Conference Proceeding	14	104
Instructor's Manual	1	1
Journal Article, Academic Journal	50	274
Journal Article, Professional Journal	20	199
Magazine/Trade Publication	1	4
Manuscript	2	7
Newspaper	1	1
Other	6	42
Research Report	1	1
Software	1	2
Translation or Transcription	1	1
Working Paper	1	3
<b>Presentation</b>		
Keynote/Plenary Address	2	2
Lecture	3	9
Oral Presentation	29	240
Other	2	4
Paper	12	100
Poster	68	1004

Fifty percent of the student participation in various presentation types were completed by undergraduate students. In terms of the other intellectual contributions, undergraduate students represented 11.9% of the student contributions.

As a means to reinforce the importance and mission-central nature of the support of student discovery, faculty tenure and promotion requirements were modified. In April 2017 (with the unanimous approval of the [Faculty Senate](#)), the university added Mission-Based Activities (section 305.2.2 of the [Faculty Handbook](#)) to explicitly tie the activities associated with Community Engagement and Experiential Learning, plus academic advising to the promotion and tenure of faculty. Departments and Colleges are required to place these activities within the Domains of Faculty Work (Teaching, Scholarship, Service; section 305.2.1 of the Faculty Handbook). This was performed by every department before October 2017. Going forward, there are opportunities for faculty seeking promotion and tenure to designate each of their activities in this way. The [minutes to the meeting](#) where this matter was ultimately debated and passed reflect the serious and civil manner in which faculty governance debates occur at ISU.

## Sources

---

- Criterion 2.B 2019 SURE Report
- Criterion 3 Assessment Academy report-CT-2017
- Criterion 3 Charles E Brown African American Cultural Center
- Criterion 3 Conditional Admit Retention and Graduation LEAP and NonLeap Participants
- Criterion 3 Faculty Senate Minutes April 2017 on Section 305.pdf
- Criterion 3 FS Learning Outcomes-QL
- Criterion 3 Historical Perspectives AACU Poster
- Criterion 3 Office of Multicultural Services and Programs
- Criterion 3 Scholarship with a Community Partner
- Criterion 3.A Student Learning Outcomes Library.pdf
- Criterion 3.A.1 CAPS Manual.pdf
- Criterion 3.B AACU LEAP States
- Criterion 3.B African American Cultural Center Events
- Criterion 3.B Becoming a Complete Professional
- Criterion 3.B CAAC Annual Reports
- Criterion 3.B CAPS Manual Roles and Levels
- Criterion 3.B Center for Global Engagement Selected Programs and Services
- Criterion 3.B Digital Measures Faculty Scholarship and Research Activity Summary 2011 2020
- Criterion 3.B Faculty Senate Approval of UDIE Requirement Reduction
- Criterion 3.B Faculty Senate Discussion of Quantitative Literacy Changes
- Criterion 3.B FS Course Proposal Form.pdf
- Criterion 3.B FS Ethics and Social Responsibility Outcomes.pdf
- Criterion 3.B FS Program Learning Outcomes
- Criterion 3.B FS QL Faculty Development
- Criterion 3.B GPCD Courses
- Criterion 3.B Historical Perspectives Developmental Writing
- Criterion 3.B IN Statewide Transfer Core
- Criterion 3.B MSP Selected Programming
- Criterion 3.B Office of Sponsored Programs Annual Report 17 18
- Criterion 3.B Office of Sponsored Programs Annual Report 18 19
- Criterion 3.B Quantitative Literacy Developmental Writing Syllabus
- Criterion 3.B SURE Highlights Summer 2017
- Criterion 3.B SURE Highlights Summer 2018

- Criterion 3.B SURE Highlights Summer 2019
- Criterion 3.B The Community Semester 2018
- Criterion 3.B UDIE Changes at Faculty Senate
- Criterion 3.B UDIE Developmental Writing Syllabus
- Criterion 3.B University College Council Authority for Foundational Studies Curriculum
- Criterion 3.B Writing Across the Sycamore Community
- Criterion 3.B.1 AACU LEAP Outcomes
- Criterion 3.B.1 FS About.pdf
- Criterion 3.B.1 FS Advising Guide.pdf
- Criterion 3.B.1 FS Communication Learning Objectives.pdf
- Criterion 3.B.1 FS Composition Learning Objectives.pdf
- Criterion 3.B.1 FS Fine and Performing Arts Learning Objectives.pdf
- Criterion 3.B.1 FS Learning Objectives GPCD.pdf
- Criterion 3.B.1 FS Learning Objectives History.pdf
- Criterion 3.B.1 FS Learning Objectives HW.pdf
- Criterion 3.B.1 FS Learning Objectives LabSci
- Criterion 3.B.1 FS Learning Objectives Lit.pdf
- Criterion 3.B.1 FS Learning Objectives QL.pdf
- Criterion 3.B.1 FS Learning Objectives SBS.pdf
- Criterion 3.B.1 FS Learning Objectives UDIE.pdf
- Criterion 3.B.1 FS Syllabi.pdf
- Criterion 3.B.1 FS Timeline.pdf
- Criterion 3.B.1 Honors FS Requirement Fulfillment
- Criterion 3.B.1 Progress Report on Assessment of Student Learning.pdf
- Criterion 3.B.1 UCC FS Assessment Plan approved 5-9-19
- Criterion 3.B.2 FS Advising Guide.pdf

## 3.C - Core Component 3.C

---

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

## Argument

---

### Faculty and Staff Composition

Indiana State University's faculty to student ratio has always been a point of pride for ISU and necessary given our commitment to experiential learning activities and the education of our student profile. In the last 3 years, that ratio has decreased, less as a function of intentional effort and more a reflection of the rapid change in enrollment which was not reciprocated as quickly with change on the faculty side of the equation. As we await budget decisions as a result of COVID-19, the ratio may rebound closer to Fall 2016 and 2017 levels; however, we must also carefully consider the role that the lower ratio of Fall 2019 may have played in what appears to be an increase in retention (data to be known Fall 2020). [Teaching load is well-distributed](#) across faculty type.

**Table 11**

### Student to Faculty Ratios

Fall Official	Ratio
<a href="#">Fall 2016</a>	21.0 to 1
<a href="#">Fall 2017</a>	21.0 to 1
<a href="#">Fall 2018</a>	20.0 to 1
<a href="#">Fall 2019</a>	18.4 to 1

The university has made a concerted effort to recruit a faculty that is more representative of our students. During the review period ([Fall 15](#), [Fall 19](#)), undergraduate enrollment has ranged between 70 to 75 percent white, 10 to 15 percent African-American, 3 to 5 percent Hispanic, and 7 to 12 percent international. To date, our success has been modest. Including Asian-Americans, minorities make up 18 percent of the overall regular faculty (regular faculty are composed of tenured, tenure-track, and instructors), and 22 percent of Assistant Professors.

**Table 12**

**Faculty Composition Fall 2019**  
(Counts include administrators with rank)

	Head count	Men	Women	Afri-Amer	Asian	Hisp	Native	2 or more races	NR Alien	No Report	White	Minority Total
<b>Full Prof</b>	<b>134</b>	84	50	7	11	2	1	3	0	0	110	24
<b>Assoc Prof</b>	<b>112</b>	54	58	6	14	4	0	2	2	1	83	26
<b>Assist Prof</b>	<b>119</b>	59	60	6	12	6	0	1	4	3	87	25
<b>Senior Instructor</b>	<b>28</b>	12	16	1	1	0	1	0	0	0	25	3
<b>Instructor</b>	<b>83</b>	41	42	3	1	2	0	0	1	1	75	6
<b>Lecturer</b>	<b>229</b>	87	142	15	5	4	1	0	2	3	199	25
<b>Headcount Total</b>	<b>705</b>	337	368	38	44	18	3	6	9	8	579	109
<b>Headcount Percentage</b>		47.8%	52.2%	5.4%	6.2%	2.6%	.4%	.9%	1.3%	1.1%	82.1%	15.5%

The diversity of our faculty is regularly examined and [reported](#). At the start of the review period, a [report](#) by the Council on Diversity identified problem areas. One of the first actions was to create a day for diverse scholars to come together on campus to learn and participate in an interview for a potential hire. This program was called the Opportunity Hire Program. The first round resulted in five hires and three of those 5 (60%) remain at ISU and have been promoted and tenured. In 2012, 2 additional faculty were hired directly as a result of this program and a possible third came from a newly established [direct hire program](#). Of these three, 2 faculty remain and have been promoted and tenured. There was some attempt to continue this program for the next 2 years; however focus and support for this program changed with budget constraints. In 2017, a small program called the [Pre-](#)

[Doctoral Fellowship Program](#) was launched to hire ABD minority faculty into the Lecturer ranks with a guarantee of a two-year appointment while they completed their respective terminal degrees, and three faculty were hired. The hope for this program was that these faculty would choose to accept offers of tenure-track positions once their degrees were completed. Two of those three faculty remain. The third had visa issues that could not be resolved. All of these programs have been difficult to maintain given budget and enrollment issues. We continue to seek the best approach, or approaches, to attract diverse candidate pools, hire diverse candidates, and then ensure we retain them. Deans are encouraged to use the direct hire process, launched about 9 years ago, to hire faculty that meet a strategic need (diverse hire, trailing spouse, etc.).

The President's Council on Inclusive Excellence and the Office of Equity, Diversity and Inclusion continue to make the recruitment of minority faculty a priority (annual reports: [12-13](#), [15-16](#), [18-19](#)). [Training](#) and a number of additional [resources](#) are available to search committees to ensure that searches are conducted in a manner to encourage application to positions and that interviews are conducted appropriately. [Affinity groups for faculty](#) were launched during the last decade. Several of these affinity groups extend into the community and other higher education institutions in the area. The Office of Multicultural Services and Programs publishes a [welcome guide](#) for minority faculty, staff, and students. We also collect data from a [Faculty Exit Survey](#). The results of the survey point to some climate issues as a reason for departure, but not the sole reason. Outcomes from this survey have not been widely shared with the colleges and this will be addressed in the coming academic year.

A similar challenge exists for our non-instructional staff. The percentages are not reflective of the Vigo County Community in general, although more reflective of the Wabash Valley region.

**Table 13**

**ISU Staff Composition Compared to Vigo County**

	<b>Males</b>	<b>Females</b>	<b>Percentage of Total</b>	<b>Vigo County Percentages</b>
<b>White</b>	437	655	89.3%	85.5%
<b>African American</b>	34	35	5.6%	7.3%
<b>Hispanic</b>	11	9	1.6%	2.7%
<b>Asian</b>	6	1	.6%	2%
<b>Multiracial</b>	9	8	1.4%	2.4%
<b>Native American</b>	2	1	1.4%	.4%
<b>Other</b>	4	5	.7%	

<b>Total</b>	503	720		
--------------	-----	-----	--	--

### Faculty Credentials

The [Faculty Handbook](#) section 305.11.1.3 sets a “benchmark” for the University to have tenured and tenure-track faculty compose 65 percent of its full-time equivalent faculty. Moreover, practice during the review period has been that an additional 20 percent of its full-time equivalent faculty have been on multi-year appointments. These Instructor positions ([Section 305.10](#)) were created in 2008, began to be considered part of the “regular faculty” in 2010, and began to be eligible for Senior Instructor status in 2017. Though technically these faculty can be discharged for economic reasons/lack of enrollment, the actual experience is that these appointments have been honored to their completion. Instructors have been dismissed (or not reappointed) for performance and no Senior Instructors have been dismissed. As a result, approximately 85 percent of faculty at Indiana State are on continuing appointments and provides adequate staffing for the purposes of meeting the institutional requirements related to classroom work, curricular oversight, and assessment.

All faculty have their credentials verified through Academic Affairs. This process has evolved during the review period. In August of 2017, Academic Affairs formalized [faculty qualification expectations](#). Any requested exception to these qualifications (i.e. tested experience as seen in the table below) required completion of the [Faculty Qualification Form](#). When an exception is requested, it is reviewed by the Chairperson and Dean and judged against the standards in the table below. Prior to Fall 2019, all faculty were required to present an official transcript to verify degree completion, or their appointment became conditional for a short period (only for tenure-track positions) until proof of degree conferral was provided. Starting in Fall 2019, Academic Affairs now utilizes the Clearinghouse to verify credentials and only requires transcripts when it is necessary to confirm 18 graduate credits or a degree from an institution that does not report to the Clearinghouse. When ABDs are hired, they are typically given no more than (and often less than) the middle of their second year to document degree conferral. We utilize a report from Digital Measures to monitor and confirm faculty credentials for both degree and graduate faculty status and any tested experience applied to faculty. (Analysis includes [all faculty](#) during the period as well as those [currently](#) at the university.) Our [College Challenge instructors](#) (dual credit) are also required to meet the same expectations of faculty who teach our on-campus classes. When dual-credit high school teachers are hired, the same process holds. Those records are maintained in the College Challenge office and not in Digital Measures.

**Table 14**

#### Criteria for Tested Experience

<b>Course Level</b>	<b>Tested Experience</b>
Introductory Courses	A national or state-issued license or certification in the field, and/or 5+ years of relevant work in the field.

Any undergraduate level course	<p>A national or state-issued license or certification within field with 10+ years of relevant work experience in the field.</p> <p>Faculty who work in programs that hold national accreditation or have state board mandates must meet either the accreditation or state board expectations for faculty credentials.</p> <p>Faculty who do not meet any of the above guidelines must show/demonstrate discipline-based expertise through scholarly activities, including but not limited to: publications, presentations, professional engagement, consulting, continuing education, etc.</p>
Skill/activity based courses	5+ years of performance experience or demonstrated mastery in the skill/activity based teaching area.

In 2018, ISU worked with Digital Measures to implement the [Teaching Qualification screen](#) to facilitate the reports on faculty credentials and qualifications. This database has allowed us to eliminate the need for the forms in most cases.

## Faculty Evaluations

All faculty, depending on rank, are reviewed at least biennially. All tenured faculty and senior instructors were reviewed biennially ([this process will change in Fall 2020](#)). All tenure-track faculty, instructors, and full-time, full-year lecturers are reviewed annually and all part-time faculty are evaluated either in the term they teach (if a single term), or at the end of the academic year if they teach both terms. There are two governing documents that provide the procedural details for these evaluations. The first is the Faculty Handbook. The [Faculty Handbook](#) in the Policy Library details the process for the evaluation of non-tenured and Instructors who have not reached the Senior Instructor status. Specifically, for tenure-track faculty, Section 305.3 details the evaluation process. Section 305.12 and 305.13 detail the criteria. Section 305.14, 305.15, and 305.16 detail the policies and procedures. Section 305.17 details the appeal process. Section 305.19 is specific to Instructors. Section 305.20 is specific to Lecturers. As per the policy, each college ([Bayh College of Education](#), [College of Arts & Sciences](#), [Cunningham Memorial Library](#), [College of Health and Human Services](#), [College of Technology](#), and [Scott College of Business](#)) and department (if appropriate) have established criteria that are aligned with the university mission and the expectations in Section 305.

The second is the Biennial Review Policy and Procedures. The [Biennial Review](#) document details the process by which tenured faculty, senior instructors and instructors with more than 6 consecutive years are evaluated. In April 2020, the Faculty Senate agreed to a system that would move to a [Faculty Performance Evaluation system that would be triennial in nature](#) (with an annual component conducted largely by chairs and deans). The reviewed faculty would be evaluated by their chairs and deans annually and if these individuals noted concerns the faculty member's college review committee would either engage a full review process (that would include department colleagues, the chair, the college committee, and dean) or decide that there were no concerns. Every third year, all faculty would participate in the full review.

Over the ten-year history of the biennial review process, each cycle has typically identified some (3-8) faculty who *Do Not Meet Expectations*. That status demands an [improvement plan](#). Faculty have an

opportunity to work with their chairperson and dean to jointly develop that improvement plan. A [template](#) for the plan is provided by Academic Affairs upon request. If they refuse, the plan is created by their chairperson and dean. Since inception of the biennial review process, the majority of faculty identified as not meeting expectations have left the university of their own accord (generally, through retirement). None have been discharged using the discipline and dismissal process.

The process itself is subject to Faculty Senate oversight and has been modified at the conclusion of each cycle so as to clarify points of ambiguity that were revealed in the cycle. Each new cycle begins with mandatory [reviewer training](#). Failure to participate in the training results in the faculty/administrator being ineligible to participate in the review. In 2019, some faculty and administrators who would have otherwise been expected to perform reviews were prevented from doing so because of their failure to comply with the evaluation training requirement.

### **Faculty Currency and Professional Development**

The [review of teaching](#) is part of the annual and biennial review processes for all faculty. All students in all courses are given the opportunity to rate their faculty through an online system that allows question blocks to be pieced together. There are blocks of six university-wide, Faculty-Senate-authored questions (including open-ended questions), department-specific questions, and questions appropriate for courses in the Foundational Studies program. Faculty can author questions themselves. These student reviews/ratings are included (as dictated by university, college, and department processes) in faculty reviews. Further, many departments include requirements for peer reviews in the annual and biennial reviews, with many using standardized observation forms ([Multidisciplinary Studies](#), [Biology](#), [Chemistry and Physics](#), [Economics](#), [Art](#), [Applied Health Sciences](#)).

All regular faculty (instructor and tenure track) are brought in through the [New Faculty Orientation program](#) ([schedule example](#)) which ensures that they understand the requirements and expectations of their roles. Encouragement and support of professional development for faculty occurs beyond their first year at the university. Faculty are encouraged to participate in the [seminars](#) offered by the [Faculty Center for Teaching Excellence \(FCTE\)](#). [Annual reports](#) from the FCTE provide a summary of work and attendance. Faculty also seek professional development from a variety of sources and through Digital Measures are able to [self-report these efforts](#). Over the 4-year span of this report, 622 faculty reported 5,077 professional development activities.

ISU has continued to support faculty sabbaticals. The policy that governs the criteria and process for sabbaticals is described in [Section 335](#) of the Faculty Handbook. A [website](#) provides faculty with [exemplar applications](#) and a [template](#) for application. During the review period, 181 sabbaticals have been approved. Faculty who are unable to complete an approved sabbatical can request a delay without prejudice towards future earned credit for the next sabbatical. For example, 2 faculty approved for Fall 2020 have requested a postponement due to the overseas locations of their sabbaticals, the nature of their plans, and COVID-19 concerns.

**Table 15**

#### **Approved Faculty Sabbaticals**

<b>College</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17=18</b>	<b>18-19</b>	<b>19-20</b>
Arts & Sciences	15	14	14	12	8	11	15	11

Business	3	5	2	5	1	3	1	5
Education	4	2	5	2	4	1	3	4
Health & Human Services	0	2	1	2	0	0	1	2
Technology	1	3	1	3	3	1	3	2
Library	1	1	0	0	1	1	0	2

While we don't have a large number of part-time, temporary faculty, it is incumbent upon the institution to ensure that they are adequately trained and have access to professional development. All faculty have access and can use the resources of the FCTE. However, those resources don't always provide the basic information needed to fulfill the basic faculty role. In 2019-20, the Temporary Faculty Advocate ([Section 146.15](#)) worked with the University Faculty Affairs Committee (FAC) and another temporary faculty member to create a [web directory of information](#). This website was pinned directly to the Academic Affairs website to allow for the easiest access. This work was [presented to FAC in Spring 2020](#) and subsequently to Senate.

### Instructor Accessibility

[Section 310.1.2](#) of the Faculty Handbook requires that faculty be available to students. It specifies what must be included in a syllabus (contact information, office hours, required texts and materials, and how course grades are established) and establishes a benchmark for timely feedback on assignments (2 weeks). Chairpersons are charged with ensuring that all instructors in their departments are meeting these expectations. Faculty are [required to use their ISU email address](#) (Section 850) to ensure student information is protected.

### Staff Qualifications and Professional Development

ISU is comprised of many staff members who fulfill a variety of roles. Through Human Resources, staff qualifications are [tailored to the particular positions](#) and staff levels. One of the key ways the institution provides development is through the [tuition waiver program](#) for staff and dependents. Human Resources has a staff member dedicated to employee development and through his office provides a [variety of free online and campus training activities](#), including diversity training, supervisory certification, leadership development, and specific software training through an online training system. The training specialist tracks completion of different training areas.

### Table 16

#### Training Completed Since July 2019

Training Topic	Training Completers
Ouch! Diversity Training	320
Leadership Team Development	37
New Employee Orientation (in person session)	84
New Employee Training	597

In addition, 229 staff members have completed the [Supervisor Certification Training](#) since its inception, and 144 have certified with the Leadership Development Certificate since September 2017.

Full-time, professional academic advisors are expected to hold [at minimum, a Master's degree](#). When new advisors are hired (or replacements are hired) they must have 1-2 years of experience and a graduate degree. Student Affairs professionals are [expected to have Master's degrees](#) in Student Affairs or related fields (or to be pursuing one) and the division supports their Student Counseling Center professionals with development funds to ensure their licensure through continuing education. [Financial Aid Counselors](#) are required to have Bachelor's degrees.

## Sources

---

- Criterion 2.E FCTE Annual Report 18 19
- Criterion 2.E New Faculty Orientation 19 20 Schedule
- Criterion 2.E.2 New Faculty Orientation Program
- Criterion 3 Student Credit Hours by Faculty Type and Rank
- Criterion 3.C Bayh College of Education Policies and Procedures for Faculty Review
- Criterion 3.C Become an Instructor College Challenge
- Criterion 3.C Biennial Review Improvement Plan Procedures
- Criterion 3.C CHHS Promotion and Retention Instructors Lecturers
- Criterion 3.C CHHS Promotion Tenure and Retention Guidelines Tenure and Tenure Track Faculty
- Criterion 3.C College of Arts and Sciences Promotion and Tenure Guidelines
- Criterion 3.C College of Technology Promotion Tenure Evaluation Policies
- Criterion 3.C Common Data Set 2017-2018
- Criterion 3.C Common Data Set 2018-2019
- Criterion 3.C Common Data Set 2019-2020
- Criterion 3.C Council on Diversity Report on Diversity at ISU 2010
- Criterion 3.C Cunningham Memorial Library Tenure and Promotion Policy
- Criterion 3.C Direct Hire Procedures
- Criterion 3.C Faculty Credentials
- Criterion 3.C Faculty Exit Survey May 2020
- Criterion 3.C Faculty Performance Evaluation
- Criterion 3.C Faculty Performance Evaluation Description
- Criterion 3.C Faculty Professional Development Activity Report
- Criterion 3.C Faculty Qualifications Form
- Criterion 3.C Faculty Staff Hiring Manual
- Criterion 3.C Faculty to Student Ratio 2016
- Criterion 3.C Faculty to Student Ratio 2017
- Criterion 3.C Faculty to Student Ratio 2018
- Criterion 3.C Faculty to Student Ratio 2019
- Criterion 3.C Fall Instructional Faculty Summary
- Criterion 3.C FCTE Selected Programs
- Criterion 3.C Financial Aid Counselor Job Description
- Criterion 3.C Human Resources Professional Development

- Criterion 3.C Human Resources Supervisory Certification
- Criterion 3.C Identity Based Affinity Groups
- Criterion 3.C NACEP Accreditation
- Criterion 3.C Office of Equity Diversity and Inclusion Faculty Staff Resources
- Criterion 3.C Peer Review of Teaching Tools AHS
- Criterion 3.C Peer Review of Teaching Tools Art
- Criterion 3.C Peer Review of Teaching Tools Bio
- Criterion 3.C Peer Review of Teaching Tools Chem Phys
- Criterion 3.C Peer Review of Teaching Tools Econ
- Criterion 3.C Peer Review of Teaching Tools MST
- Criterion 3.C Plans for Professional Improvement Template
- Criterion 3.C Pre Doctoral Fellowship Program to Support Underrepresented Faculty
- Criterion 3.C Pre-Doctoral Fellowship Program for Underrepresented Faculty
- Criterion 3.C Presidents Council on Inclusive Excellence Annual Report 12 13
- Criterion 3.C Presidents Council on Inclusive Excellence Annual Report 15 16
- Criterion 3.C Presidents Council on Inclusive Excellence Annual Report 18 19
- Criterion 3.C Sabbatical Leave Template
- Criterion 3.C Sabbatical Proposal Exemplars
- Criterion 3.C Sabbatical Resources Webpage
- Criterion 3.C SCOB Promotion and Tenure Policy
- Criterion 3.C Student Affairs Job Descriptions
- Criterion 3.C Teaching Qualifications Form
- Criterion 3.C Tuition Fee Waiver
- Criterion 3.C Welcome Guide for Minority Students Faculty and Staff
- Criterion 3.C.1 Faculty Eval Biennial Review.pdf
- Criterion 3.C.1 Faculty Eval Page.pdf
- Criterion 3.C.1 Faculty Handbook Evals.pdf
- Criterion 3.C.1 Faculty Handbook Methods of Instruction.pdf
- Criterion 3.C.3 Faculty Qualification 2017-2020.pdf
- Criterion 3.C.3 Faculty Qualification 2019-2020.pdf
- Criterion 3.C.4 Faculty Eval Biennial Review.pdf
- Criterion 3.C.5 Example Student Evaluation.pdf
- Criterion 3.C.5 Faculty Evaluation page of Academic Affairs-BR
- Criterion 3.C.5 Faculty Evaluation page of Academic Affairs-BR training
- Criterion 3.C.5 Faculty Evaluation page of Academic Affairs-FPE
- Criterion 3.C.5 FCTE Events.pdf
- Criterion 3.C.5 FCTE Homepage.pdf
- Criterion 3.C.5 Instructional Design Services.pdf
- Criterion 3.C.5 New Faculty Orientation.pdf
- Criterion 3.C.6 Faculty Handbook Course Outlines and Syllabi
- Criterion 3.C.6 Faculty Handbook Normal Teaching Load
- Criterion 3.C.6 Faculty Handbook Student Advising
- Criterion 3.C.6 Faculty Handbook Student Advising Promotion and Tenure
- Criterion 3.C.7 University College Academic Adviser Job Description.pdf
- Criterion 3.D Eduroam Access for Switch to Remote Learning
- Criterion 3.D Lecturer Resources Webpage
- Criterion 3.D Lecturer Resources Webpage Faculty Affairs Committee Minutes Discussion
- Criterion 3.D.4 Enrollment Summary Fall 2015.pdf
- Criterion 3.D.4 Enrollment Summary Fall 2019.pdf

- Search Committee Training Agenda

## 3.D - Core Component 3.D

---

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

## Argument

---

### Student Support Services

Two new units devoted to student support and success were created since the last review. First, the [Division of University Engagement](#) (2015) grew from what was originally an AVP position in Academic Affairs. The creation of this unit brought community engagement activities, the career center, and student employment (along with some other units) together to focus on the needs of our students and community. Second, emerging from work within the Office of Student Success and the AVP for Student Success within Academic Affairs, the [University College](#) was created (during the review period) to focus and centralize student academic support services. While the focus was on first-year academic advising and mentoring originally, following the elimination of the AVP for Student Success position, the functions of tutoring, Supplemental Instruction, 21st Century Scholars programs, and disability student services are all now housed within the University College with the specific purpose to surround our academically vulnerable first-year and continuing students with the support services to help them be successful. The University College serves all students, regardless of teaching modality.

It has long been recognized that because our students are disproportionately (to all four-year college-going students nationally) female, minority, first-generation, and Pell eligible, this focus is not only required for their benefit but also for our institutional health. Our newest addition for student support is the Mentoring Center. This resource emerged from joint planning of student, faculty, and staff and became possible with a grant from the US Department of Education. The center uses trained peer mentors to work with any student (international, distance, commuter, on-campus) who requests a mentor or are referred to the center. The Mentoring Center opened in 2019 with the following foundational statements:

#### Mission:

By providing training and connection to resources in partnership with the Terre Haute community, the Mentoring Center supports the Sycamore Family in creating and maintaining engaged relationships that promote academic, professional, and personal development.

#### Vision:

To establish ISU as a community that is committed to supporting mentoring relationships for all.

**Goals:**

- Increase retention
- Provide access to quality mentoring programs
- Boost engagement
- Facilitate training

In its first year of operation, the Mentoring Center had 9 mentors, 42 mentees served, 2,753 text messages and emails, and 278 visits to the center with an average of 48 minutes per visit.

We also work to determine if the supports we put in place make a difference for students. In 2016, we partnered with Inside Track, an educational support company that provides coaches to help with retention and student success. Because of the high associated expense, we conducted a control experiment where a random sample of first-year students received Inside Track services and another sample did not. The final results showed that there was no appreciable improvement for those students receiving the services, and therefore that partnership ended.

Moreover, Student Affairs’ student support services provide assistance to students when other aspects of their lives interfere with their academics. Within the division, Multicultural Services and Programs houses the Women's Resource Center; the Charles E. Brown African-American Cultural Center; LGBTQ\* Resource Center, La Casita (Hispanic/Latinx Resource Center); and the International Student Resource Center. In addition, the division also houses the Student Ombudsperson, the Student Counseling Center, Veterans Resource Center, and Sycamores Care (which assists students who are in need or distress and often helps students with financial and mental wellness concerns). The resources within Student Affairs are also available to all students, regardless of modality. The Student Counseling Center, Veterans Resource Center, and Sycamores Care are the ones mostly utilized. ISU Online provides a concierge service via email and phone to help direct online students to these resources, academic support resources, as well as assist with advising when needed. The staff of ISU online offer extended work hours to be able to respond to online student needs at times more appropriate for the students.

**Table 17**

**Use of Various Student Support Services**

	<b>2017-19</b>	<b>2018-19</b>	<b>2019-20</b>
Women's Resource Center	400	561	636
Charles E. Brown African American Cultural Center	1,294	1,052	986
LGBTQ+ Resource Center	532	707	820
Sycamores Care	783^	1,170^	1,683^*
Student Counseling Center	740	746	715
No. Students Seen	6,254	6,988	7,004
Total Appointments	298	293	253
Total Crisis Appointments			
La Casita Student Resources Center	433	600	450

International Student Resource Center	545	868	1438
---------------------------------------	-----	-----	------

\* 2019-20 data is not yet complete and includes outreach to 740 Disaster Relief Fund applicants

^ Represents cases opened.

## Academic Support

The university has continued to address academic preparation issues and modify strategies to maximize student success. Our Foundational Studies program was modified during the review period to move the Historical Perspectives requirement out of the first year, primarily because of issues around reading comprehension and writing. Our Quantitative Literacy requirement was modified to infuse more (quantitatively-based) writing into the courses. These courses have had their enrollment caps reduced from over 100 to 25 to facilitate this change. Courses such as Finance 108 and Economics 101 (which enrolled sections of above 100 that were added in 2010 to facilitate relatively inexpensive instruction for this requirement) were removed from the category because, though they were low-cost courses, they were not meeting the needs of students.

In 2012, around the same time that University College was formed, we moved from the DARS degree audit system to [DegreeWorks \(branded MySAM for ISU\)](#). The system provides undergraduate students and advisors with a clearer picture of requirements and progress towards degree as well as [degree plans](#) to create the term-by-term sequencing of courses and track success. Although the plan is to also include graduate students in MySAM, resource limitations in terms of sufficient personnel in key areas has made that impossible to date.

Student success is of the highest priority and we consistently seek ways to help students accomplish that. The Student Academic Services Center was established in the 1990s. A Lilly Endowment Grant funded the creation of learning communities in the late 1990s and 2000s. That work culminated in a 2006 report to the university from the Task Force on the First Year. That report and a dramatic decline in first-year retention (to 58% in 2010) motivated the creation of the University College and the \$16 million renovation of Normal Hall to house it (funded by the legislature in its 2011 biennial budget).

It was the Office of Student Success that authored [2013 Pathway to Retention and Student Success](#) plan that was extended through 2017 with the addition of a Strategic Enrollment Management Plan created by the Student Success Council, a standing committee of the university. Goals of the plan included:

- Provide better pre-college preparation for students and their families.
- Strengthen the first-year experience to create pathways for success using the newly developed University College.
- Build a culture focused on academic and social engagement and removing barriers to success to turn persistence into completion.

The University College staff and the Office of Student Success provided leadership and support to efforts to improve student success through AY 18-19. As a result of a reorganization in Spring 2019 (more below), these initiatives evolved under the leadership of the University College dean.

Specifically, the University College took on

- Oversight of the Center for Student Success, a hub providing tutoring, supplemental

instruction, TRIO support services with a focus on first generation students and students with disabilities, and our leadership for our Indiana 21st Century Scholars.

- Oversight of the Math Center and Writing Center. (These were subsequently moved and renamed within the College of Arts and Sciences.)
- Became the home of a grant from the U.S. Department of Education to establish the Mentoring Center, which focuses on establishing new mentoring programs and connecting existing programs to better promote student success.

Academic years 2017-18 and 2018-19 brought much organizational change for ISU, including a new President, a new Vice Provost for Enrollment Management, and the departure of the Associate Vice President for Student Success. A new vision for student success led to the reorganization of the Office of Student Success, with administrative guidance moving to Enrollment Management and student services moving to University College, where many had already been housed. The work of the Student Success Council was modified to the focus of the Strategic Enrollment Management (SEM) Council. This [group](#) was created to position student success as central to our enrollment management vision. Faculty continue to engage directly in student success planning through an incorporation of this process into the [annual assessment reporting process to encourage more holistic reflection on student progress](#).

As part of that reorganization, some of the resources of the Office of Student Success were redirected to the College of Arts and Sciences to support the ISU Math and Writing Center. In 2019-2020 the administration was separated into the ISU Writing Center and the Math Lab, both of which are available to all ISU students. These services make a concerted, explicit effort to connect to online learners as well. The [Writing Center](#) notably made it clear that it would provide all online tutoring during the switch to remote learning as a result of the COVID-19 case. However, they regularly offer online tutoring and writing assistance and provide students with explicit directions on how to utilize these resources. The [Math Lab also provides online BlackBoard Collaborate sites](#) for different classes, and encouraged all students (not just online students) to utilize these resources during the period of remote learning.

### **Academic Advising**

The University College is the [single-intake academic advising](#) unit for first-year students. With professional academic advisors appropriate to the size of the first-year class (with 100-120 students per advisor), students are placed into first-year courses appropriate to their academic preparation, major, prior (transfer, AP, CLEP, or College Challenge) credit, Foundational Studies' needs, and interests. Students requiring remediation in math or English are directed appropriately. Students eligible for the Honors Program are advised of their options. All students are provided a degree map, which if they stick to and complete (satisfactorily) as written, guarantee them graduation in four years (or the University will provide a free path to complete). Academic Advising Handbooks: [2016-17](#), [2017-18](#).

In February 2017, the Dean of University College and the Executive Director of Academic Advising in the University College attended the NACADA Academic Advising Administrators' Institute and focused on assessment breakout sessions. In February 2018 and February 2019, additional UC leadership attended the NACADA Assessment of Academic Advising Institute to further refine the assessment of advising provided by the University College. As a result of the Institute, a survey centered on advising Student Learning Outcomes was developed and administered once a semester, in addition to the satisfaction survey.

Prior to the realignment of the assessment of UC advising, three assessment tools had been used:

1. Survey given to students at the end of NSO advising appointment
2. [Satisfaction survey](#)
  1. Completed once a semester originally
  2. Completed at end of each advising meeting
3. End of semester surveys
  1. Explicitly linked to Student Learning Outcomes

Beginning in the Fall 2018 semester, the assessment tools below were added:

1. [Advisor Knowledge Assessment \(annual\)](#)
2. [Annual Advisor Assessment](#)
3. [Group advising assessments](#)
  1. Created by advisor facilitating group session
  2. Explicitly linked to [Student Learning Outcomes](#) desired in group session

Once students successfully matriculate to their second year (by completing two semesters, having accumulated at least 24 credit hours, and by being in good academic standing), they are transitioned to their major college. Each College/Department is charged with handling this distribution according to their unique needs. Typically, students are transitioned to faculty advisors. In some units (the College of Education, for example) there are professionals who are charged with ensuring that the students meet other (nonacademic) licensure requirements. In these cases there are delineations of responsibility regarding advising. In the majority of cases, however, students are [assigned a single faculty advisor](#) from their home department/program. We continue to work to find the right advising model, most recently with an Advising Taskforce in 2015. This [group](#) generated a [report](#) that was shared with administration and staff; however, the majority of recommendations have not been implemented. At the same time, a campus-wide advising [evaluation](#) was created by the AVP for Student Success. It also has not been implemented on a regular basis.

All advisors, whether faculty or professional, are provided [resources for development](#) and are granted rights within the MySam system to their advisee's records. It is there that degree plans are maintained. Advisors are required to adjust degree plans if and when students deviate from the boilerplate. Students are advised when they deviate from the degree map that they are forfeiting their rights under the [graduation guarantee](#). Chairpersons and advisors (faculty and professional) are notified if, because of a failure on their part, the university is obligated to provide tuition-free alternatives to students. Chairpersons can be judged to be responsible if courses are not offered in the sequence or with the regularity required by the degree map. Advisors can be judged to be responsible if they do not direct students to the courses associated with the degree map.

Students with particular (academic and nonacademic need) can be provided additional assistance through the [Women's Resource Center](#), its fellow programs through the [Office of Multicultural Services and Programs](#), the [Charles E. Brown African-American Cultural Center](#), or the University College's Center for Student Success (which deals with students requiring special service or settings/extra time for exams).

### **Effective Learning Environments and Resources**

The physical spaces of the university are sufficiently plentiful and well-maintained to meet the needs of faculty and students. The recent enrollment peak in the [Fall of 2015](#) (of 13,584) put very few

stresses on scheduling classes outside the peak demand times (MWF 9am to 2pm; TTH 9:30am to 1:45pm). The [Registrar schedules most of the rooms](#) on campus and even at this time of near-record enrollment, the university had rooms available outside those high-demand windows. This capacity is largely due to the time period when the vast majority of the academic buildings were constructed. At that time, the enrollment was almost entirely on-campus. In Fall 2015, 9 percent of undergraduate enrollment was in distance programs and 41 percent of graduate enrollment was at a distance. [Today those percentages are 18 and 44](#), respectively. Even if face-to-face enrollments stabilize at their present levels, the [buildings and classroom spaces](#) are more than adequate. Given national trends regarding 18- to 24-year old face-to-face college students, it is exceedingly unlikely that we will require as much physical classroom space as needed in Fall 2015 (when it was at a peak and still not a constraint). While we are a laptop institution, we continue to maintain [computer labs](#) for specialized software and instructional needs, as well as for students who may not own a significantly robust enough computer.

The library has been transitioning, over many years, to electronic subscriptions and electronic delivery of many of the academic journals and other resources required by faculty and students. It maintains access to 37,851 online serials and 207,455 online books. This has made it such that physical space is not the constraint that it once was. However, because Cunningham Memorial Library facility is now approaching its fiftieth year of service, maintenance issues have developed. These are being addressed in accordance with the [Master Plan](#). The library also purposefully works to ensure that it is meeting the needs of [online students](#), including live access to a reference librarian. During the COVID-19 period, the library staff maintained constant availability to faculty and students via phone, text, chat, and email. It also created a “Meet with a Librarian” facility so that students or faculty could consult with a librarian (or the librarian specializing in their particular discipline’s needs).

The challenges with regard to infrastructure are far more likely to be technological as distance enrollment is only going to grow as a total proportion of enrollment, e.g. classrooms that are specifically designed for synchronous distance instruction and facilities and technology that are designed for creating optimal asynchronous distance experiences. This need is specific to what the campus [Master Plan](#) envisioned and what the university requested from the Indiana General Assembly in the 2019 biennial budget. The \$18.4 million Dreiser Hall renovation that was approved in that budget will allow for improvement in classrooms and facilities, particularly for those distance courses.

During the review period, the State of Indiana has provided funds for several projects. In 2009’s biennial budget \$23 million in donated and appropriate funds transformed the depression-era Federal Building into a state-of-the-art home for the Scott College of Business. In 2015’s budget the state provided \$64 million for a significant expansion to the Health and Human Services building, allowing the nurses and social workers to join the rest of their college colleagues on the northwestern corner of campus. That budget also allocated \$37.5 million to renovate Hulman Center (the home to concerts, graduations, convocations, significant speeches, and basketball games). This project was originally conceived as part of a large Terre Haute Convention Center, but was separated from that when city and county officials could not meet their funding obligations in the timeframe required. In 2017’s biennial budget, the WPA-funded Fine Arts Building was renovated. In making its funding requests to the legislature, the university is following its [Campus Master Plan](#).

Beyond larger capital requests to the state, ongoing facility and instructional technology planning is proceeding. Within this review period, we have invested to make [47% of the classroom space fully](#)

[tech enabled](#). We have completed classroom renovations to update fixtures and the physical environment. A large science lab renovation was completed along with a renovation of the hallways and student gathering places within the Science Building. Updates and renovations were also completed for the New Theatre and a \$32,000 update to the Art Annex (kiln and big sculpture) ensures that students have appropriate and safe learning facilities. In the past decade, over \$131 million has been spent to enhance academic facilities:

### **Completed Projects Since 2010:**

#### **Academic Facilities**

- Donald W. Scott College of Business/Federal Hall \$16 million - 2012
- Student Academic Success Center/Normal Hall \$16 million - 2015
- Science Re-Roof \$2.7 million - 2015
- Science Corridors – \$4.4 million – 2016/2017/2018
- Arena/CHHS Replacement of Air Handlers & Chiller \$1,755,000 - 2010
- Science Laboratory Renovations \$7.7 million – 2010 to 2014
- College of Health and Human Services Renovation/Expansion \$64 million – 2017 to 2019
- Fine Arts Renovation \$15 million – 2019
- New Theatre Renovations \$1,045,000
- Built Environment Renovations (Tech A) \$529,019 - 2013
- Classroom upgrades (Root, Holmstedt, Science, Myers Tech) \$1,425,197
- Occupational Therapy \$916,357 – 2012
- Cunningham Memorial Library - \$1,247,500 (roof, windows, power upgrade, exterior masonry)

In terms of technological infrastructure, work began on an examination of our current LMS and what is needed for student success. We are under contract for our legacy version of Blackboard through August 2022, and we are examining options that are most able to support student learning, support data-driven student success reporting, and do so in a way that is least disruptive in the transition from our current version of Blackboard. An exploratory committee compiled an [initial report](#) in summer 2019 that led to a [full evaluation process](#) of 3 vendor proposals. That evaluation is underway and has included [broad faculty, staff, and student participation](#) in defining requirements for a new system. [Virtual vendor demonstrations](#) were held in May 2020, in which all faculty, staff, and students were invited to participate and provide input. The committee will provide final recommendations to the Provost and Faculty Senate in July 2020.

Some lessons regarding technology have been learned as a result of our shared national experience with COVID-19. The most obvious lessons have been positive. Our faculty are capable of transforming their courses to distance delivery and we know this because they have. Our Blackboard system functioned with no use-related disruptions. Moreover, advisors were able to communicate with students (either via Skype for Business, telephone-only meetings or other facilities). The University College was able to reach its pre-COVID-19 retention and FAFSA goals even when advisors were doing their work from home. Given our student profile, we also recognized the challenges that students would have with Internet access. To be responsive, OIT implemented [Eduroam](#) to allow options for students without easy Internet access.

One subsystem did fail to serve as expected: Yuja's synchronous facility (at least the version and license we had) was not initially capable of synchronous delivery with the high level of stability we require. Faculty seeking a synchronous solution quickly shifted to Collaborate Ultra (an expiring

license we had) and to Zoom (and other platforms that faculty either had private licenses to or could use for free). The University recognized the need for a more robust and open web-conferencing solution early in the distance-learning period and quickly entered negotiations for an enterprise license to Zoom. Yuja is likely to remain as our primary platform for lecture capture while we further evaluate the capabilities of Zoom.

## Sources

---

- Criterion 3 Charles E Brown African American Cultural Center
- Criterion 3 Conditional Admit Retention and Graduation LEAP and NonLeap Participants
- Criterion 3 Graduation Guarantee
- Criterion 3 International Student Resource Center
- Criterion 3 La Casita Student Resource Center
- Criterion 3 LGBTQ Student Resource Center
- Criterion 3 LMS Discussion Compilation
- Criterion 3 Office of Multicultural Services and Programs
- Criterion 3 Ombudsperson
- Criterion 3 Sycamores Care
- Criterion 3 UC Advising SLOs
- Criterion 3 UC Satisfaction Survey
- Criterion 3 Veterans Resource Center
- Criterion 3 Veterans Services GI Bill Support Response COVID19
- Criterion 3 Womens Resource Center
- Criterion 3.D 2015 Academic Advising Task Force
- Criterion 3.D 2015 Academic Advising Task Force Final Report
- Criterion 3.D Academic Advising Handbook 2016 17
- Criterion 3.D Academic Advising Handbook 2017 18
- Criterion 3.D Advisor Knowledge Assessment
- Criterion 3.D Annual Advisor Assessment
- Criterion 3.D Campus Teaching Spaces
- Criterion 3.D Classroom Technology
- Criterion 3.D Creation of Division of University Engagement
- Criterion 3.D Eduroam Access for Switch to Remote Learning
- Criterion 3.D Extended Learning Student Resources
- Criterion 3.D Faculty Academic Advising Example
- Criterion 3.D Faculty Senate Endorsement of University College
- Criterion 3.D Fall 2016 Impact of Coaching on African American FTFT Freshman
- Criterion 3.D Group Advising Assessments
- Criterion 3.D Library Continuation of Operations During COVID19
- Criterion 3.D Library Services for Distance Students
- Criterion 3.D LMS Initial Criterion Callout
- Criterion 3.D LMS Initial Review Report
- Criterion 3.D LMS Proposal Evaluation Process
- Criterion 3.D LMS Virtual Demos
- Criterion 3.D Math Lab
- Criterion 3.D MySAM

- Criterion 3.D Online Writing Center Support
- Criterion 3.D Pathways to Retention and Student Success SEM Plan 2013 17.pdf
- Criterion 3.D Sample Degree Map for MySAM
- Criterion 3.D Student Evaluation of Academic Advisor
- Criterion 3.D The Advisors Guide to College Completion
- Criterion 3.D.3 Overview of Advising in the University College
- Criterion 3.D.4 Computer Labs and Equipment
- Criterion 3.D.4 Enrollment Summary Fall 2015.pdf
- Criterion 3.D.4 Enrollment Summary Fall 2019.pdf
- Criterion 3.D.4 Registrar Schedulable Rooms
- Criterion 3.D.4. 2016 Campus Master Plan.pdf
- Criterion 4.B.1 Assessment Plan Template
- Criterion 5.C.2 Strategic Enrollment Management Committee Members

## **3.S - Criterion 3 - Summary**

---

The institution provides quality education, wherever and however its offerings are delivered.

### **Summary**

---

*There is no argument.*

### **Sources**

---

*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

---

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

---

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

## Argument

---

### Program Review and Accreditation

All academic programs undergo program review or specialized accreditation review on a [regularly scheduled](#) basis every 7-10 years. Program faculty are responsible for undertaking this process. Program review procedures (Example: [BCOE](#)) are determined by each college and follow university-wide [minimum guidelines for academic program review](#). These guidelines were developed by the Assessment and Accreditation Coordinator in consultation with college associate deans and adopted in Fall 2019 to improve consistency in program review quality and completion across the institution, and they address schedule, content, and communication of program reviews. An [executive summary](#) component was added to provide a useful snapshot of major findings and resulting action plans that could be shared more widely and more easily incorporated into department, college, and institutional planning ([ACE program review example](#)). Prior to this programs followed just their college-specific or discipline-specific program review procedures ([MST program review example](#)). Academic Affairs supports the program review process through the provision of [funding](#).

The College of Graduate and Professional Studies also engages all graduate programs, specially-

accredited included, in a regular, 4-year [cycle of graduate program review](#) to ensure that specific goals of graduate education are met ([Graduate Student Learning Outcomes](#); [Example Report](#)). An ad-hoc committee of the Graduate Council is currently reviewing graduate program review guidelines to improve integration with other ongoing quality assurance practices. The Graduate Council [reviews and responds](#) to each program review.

Programs receiving and maintaining specialized accreditation are [allotted resources](#) by academic affairs to support ongoing accreditation. [These programs](#) participate in periodic reviews by their accreditors, communicate findings to the institution, and articulate action plans to use findings for continuous improvement (examples: [PsyD program](#), [Educator Preparation programs](#)).

Co-curricular programs in the Division of Student Affairs utilize the Council for the Advancement of Standards (CAS) in Higher Education standards for program review process that includes a self-study and [external review](#) ([self-study example](#); [external review example](#)). CAS program reviews are done on a [3-year cycle](#). The Vice President of Student Affairs reviews each report.

### **Credit Integrity**

Credit for advanced and prior learning may be accepted ([Advanced and Prior Learning Credit](#); [Military Credit](#)). Departmental faculty evaluate students' requests to apply advanced and prior learning credit to their degree plan of study ([Departmental Assessment of Prior Learning Form](#)). Each department may approach the task of evaluating student learning differently based on the type and time frame of advanced or prior learning and the discipline. Students work with their academic advisor to guide them through this process.

Indiana State University follows [Indiana Commission of Higher Education guidance](#) as it relates to the [transfer of credits](#) between Indiana public institutions and [dual credit offerings](#). The transfer credit waivers apply to all accredited institutions and is also detailed in the [catalog](#). ISU maintains a [transfer credit library](#).

### **Curricular Authority**

[Faculty have authority](#) (See Section 145.2.2) for the academic curriculum, including the determination of appropriate prerequisites. New curricula and changes to existing curricula are reviewed by originating departments, their colleges, and the University Curriculum and Academic Affairs Committee (CAAC) of Faculty Senate ([Curriculum Development Process](#); [Curriculum Approval Roles & Levels](#)). Curricular approvals are documented through the Curriculog platform, which creates a system of accountability for updating learning outcomes, curriculum maps, and assessment plans in accordance with curricular changes ([workflow screenshot](#)).

The Foundational Studies Program curriculum is reviewed by the faculty of the [University College Council](#). A [structured cycle](#) for review of categories, including learning objectives, outcomes, and approval of all courses contained within the Foundational Studies curriculum, was adopted in Fall 2019. This systematic approach to review ensures all courses in the curriculum adhere to the Foundational Studies learning objectives for the assigned category, and ensures the rigor of the coursework through which students will demonstrate their learning. It will also ensure that the Foundational Studies Program remains cohesive, but can be revised and refreshed based on assessment and other information through the six-year cycle. Prior course review occurred on a rolling basis as new courses requested to be included in the Foundational Studies curriculum; however, this did not include a systematic review of courses and outcomes already in the curriculum.

[College Challenge](#), our system of dual credit, adheres to strict guidelines outlined in a [Memorandum of Understanding](#) to ensure rigor of courses offered for dual credit and [qualifications](#) of faculty teaching dual credit courses. Departments [report](#) on their roles in partnership with high school faculty who provide approved dual credit courses.

Prospective faculty must possess certain [credentials](#). Hiring of faculty requires [multiple levels of review](#). Academic Affairs confirms degree attainment through the Clearinghouse, and if necessary, faculty provide transcripts at the time of their hiring to affirm degree and/or minimum credit hours in the discipline. If needed, departments submit a [Faculty Qualifications Form](#) to demonstrate newly hired faculty are qualified to teach their courses. Colleges in conjunction with Academic Affairs complete the [qualifications screen](#) in Digital Measures and review the [generated report](#).

## Success of Graduates

Indiana State University is committed to the success of its graduates and actively engages in understanding post-graduate outcomes through the use of the [First Destination Survey](#). Career Readiness is embedded within the academic curriculum as displayed in curriculum maps aligning coursework to NACE competencies ([example map](#)) and supported in the co-curriculum by the Career Center ([event calendar](#); [services](#)). The Career Center also supports faculty in developing career readiness through a [grant program](#). Programs for which licensure or other professional exams are required for employment in the related profession monitor and communicate [pass rates](#) (available to students as required by accreditor and from a link on the [Consumer Information webpage](#)) and use these to inform improvements when necessary ([examples from SOASR](#)). Program faculty reflect on the intersections of student learning, success, and career readiness in annual [Student Outcomes Assessment and Success Reports](#). Additionally, all programs and colleges utilize [advisory boards](#) to provide external feedback to programs.

## Sources

---

- 4.A.1 BCOE Program Review Guidelines.pdf
- 4.A.1 Division of Student Affairs CAS External Review Report
- 4.A.1 Division of Student Affairs CAS Self-Study Review AY 18-19
- 4.A.1 DSA CAS Program Review External Review Visit Schedule
- 4.A.1 DSA CAS Program Review Schedule
- 4.A.1 General Guidelines for Program Review.pdf
- 4.A.1 Graduate Council Response to Graduate Program Reviews
- 4.A.1 Graduate Program Review Example - MS Special Education
- 4.A.1 Graduate Program Review Procedures.pdf
- 4.A.1 Graduate Program Review Schedule.pdf
- 4.A.1 Graduate Student Learning Outcomes
- 4.A.1 Program Review Executive Summary Form.pdf
- 4.A.1 Program Review Schedule.pdf
- 4.A.2 Advanced and Prior Learning Credit Guidelines.pdf
- 4.A.2 Departmental Assessment of Prior Learning Form.pdf
- 4.A.2 Military Credit Guidelines.pdf
- 4.A.3 College Challenge Dual Credit Program.pdf
- 4.A.3 Indiana Dual Credit Law.pdf
- 4.A.3 Transfer Guidelines and Single Articulation Pathways.pdf

- 4.A.4 CAPS Curriculum Development Process.pdf
- 4.A.4 College Challenge Lecturer Levels.pdf
- 4.A.4 College Challenge Memorandum of Understanding.pdf
- 4.A.4 College Challenge Program Summary English Department
- 4.A.4 Curriculog Workflow Snapshot.pdf
- 4.A.4 Curriculum Approval Procedures Roles and Levels.pdf
- 4.A.4 Faculty Credentials.pdf
- 4.A.4 Faculty Qualifications Form.pdf
- 4.A.4 Faculty Staff Hiring Manual
- 4.A.4 Foundational Studies Assessment Committee Projects Spring 2020
- 4.A.4 FS Course Review & Assessment Cycle.pdf
- 4.A.4 University College Council Roster
- 4.A.5 Academic Affairs Resources for Accreditation and Program Review.pdf
- 4.A.5 Specially Accredited Programs and Accreditation Schedule.pdf
- 4.A.6 Career Center Events Spring 2020.pdf
- 4.A.6 Career Center Grants
- 4.A.6 Career Center Services
- 4.A.6 Career Readiness Curriculum Map - BSN Example
- 4.A.6 First Destination Survey Information.pdf
- 4.A.6 Learning and Licensure Improvement
- 4.A.6 Licensure Pass Rates
- Criterion 3.C Teaching Qualifications Form
- Criterion 3.C.3 Faculty Qualification 2019-2020.pdf
- Criterion 4.A Academic Affairs Support for Accreditation
- Criterion 4.A Accredited Programs Website
- Criterion 4.A Advisory Boards
- Criterion 4.A Consumer Information Webpage
- Criterion 4.A Sample Accreditation Review APA
- Criterion 4.A Sample Accreditation Review CAEP
- Criterion 4.A Sample Program Review ACE
- Criterion 4.A Sample Program Review MST
- Criterion 4.A Transfer Equivalency Search Tool
- Criterion 4.A Transfer Initiatives
- Criterion 4.B.1 SOASR Form.pdf

## 4.B - Core Component 4.B

---

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

---

#### Processes for Student Outcomes Assessment

The [Office of Assessment and Accreditation](#), housed in Academic Affairs, supports faculty and staff in the ongoing assessment of student learning in academic and co-curricular programs. All academic programs, including Foundational Studies, and designated co-curricular programs are required to articulate intended student learning outcomes ([example](#)), design curriculum maps ([example](#)), develop and enact plans ([example](#)) for assessment of learning outcomes on a regular cycle, and report on findings and their use for continuous improvement annually. Faculty do not have to use a standard template for assessment plans, but [one is provided](#) if useful. A [standard form](#) is used for reporting, and the Assessment and Accreditation Coordinator provides feedback to programs on their assessment practice and use. These are stored on the assessment website in the [Assessment Results](#) section.

#### Table 18

##### Example Reports (a range of years and evaluation ratings)

	Undergraduate	Graduate
BCOE	<a href="#">BS Elementary Education</a>	<a href="#">PhD Educational Leadership Higher Ed</a>
CAS	<a href="#">BS Physics</a>	<a href="#">MA/MM Music</a>
CHHS	<a href="#">BS Exercise Science</a>	<a href="#">MS Occupational Therapy</a>
COT	<a href="#">BS Construction Management</a>	<a href="#">MS Occupational Safety Management</a>
SCOB	<a href="#">BS Accounting</a>	<a href="#">Master Business Administration</a>
Source: <a href="#">ISU Assessment Results Webpage</a>		

#### Academic Programs

The faculty are responsible for the assessment of learning in academic programs. All academic programs [assess and report](#) on student learning outcome achievement annually. Program faculty design and implement assessment plans, and they report annually on findings, how they will be used,

and how they will be shared.

### **Foundational Studies (General Education Program)**

In response to feedback from the prior HLC reaffirmation of accreditation, the University College Council (UCC), which oversees the Foundational Studies program, created a three-pronged approach to assessment that included:

1. Direct assessment of student learning, supported by participation in the [HLC's Assessment Academy](#) and in the [Multi-State Collaborative](#).
2. Indirect assessment of student learning through student self-evaluation in Course Learning Objectives Surveys (CLOS). ([Example CLOS Report](#))
3. Data analytics of student success measures related to a variety of factors of institutional interest (details and examples presented in 4C).

Direct assessment projects included:

1. 2013-2014: [Assessment of Written Communication](#)
2. 2014-2015: [Assessment of Oral Communication](#)
3. 2015-2016: Assessment of Critical Thinking (project was unfinished until the next year)
4. 2016-2017: [Assessment of Critical Thinking](#)
5. 2017-2018: [Assessment of Quantitative Literacy](#) (project uncovered curricular issues that were addressed in AY 19-20 - more details presented below).
6. 2017-2018: [Assessment of Learning Objectives in Upper Division Integrative Electives](#)

This approach to assessment yielded useful data that contributed to meaningful changes in the Foundational Studies program, yet it became clear that a more systematic approach was needed to ensure full assessment of the Foundational Studies Program on a regular basis. The UCC implemented a revised approach to learning outcomes assessment in Fall 2019 in order to take a more systematic approach to assessment and improvement efforts.

The University College Dean convened a group of faculty, the University College assessment administrator, and the university Assessment and Accreditation Coordinator to attend the HLC Assessing General Education workshop in March 2019. The team returned to propose a new plan of assessment to the UCC. The new plan advanced Foundational Studies Program assessment in 3 significant ways:

1. It created a [schedule](#) for reviewing program courses for alignment with learning objectives and a regular cycle of assessment for the learning objectives for all 12 Foundational Studies categories.
2. It added emphasis to the use of student artifacts for richer, higher-quality direct assessment.
3. It enhanced faculty involvement in every step of the assessment process, from course review and approval to artifact assessment to sharing and utilizing results for improvement.

The new assessment plan was revised and [approved by the UCC](#) and adopted for use for Fall Semester 2019 ([Foundational Studies Assessment Plan](#)). To support this new plan, the Dean of the University College created a position with significant responsibilities for supporting assessment of Foundational Studies. This position and the University Assessment and Accreditation Coordinator were both appointed as ex-officio members to the UCC and serve on its standing assessment committee. For the 2019-2020 assessment cycle, they held [workshops](#) with Foundational Studies

faculty whose courses provided artifacts for assessment. AAC&U VALUE rubrics served as models for Foundational Studies category rubrics adopted by the UCC for artifact assessment ([Literary Studies Rubric](#); [Global Perspectives & Cultural Diversity Rubric](#)). The first artifact assessment day was held in February 2020. Indirect assessment of student self-evaluations of learning (CLOS) and data analytics of student success continue to serve as additional sources of data for Foundational Studies assessment. The [summary assessment report](#) was finalized in June 2020.

### **Co-Curricular Programs**

In Fall 2019 the University Assessment Council (UAC) undertook an effort to advance the quality of co-curricular assessment across campus ([Co-Curricular Assessment Initiative Guiding Document](#)). At this time, co-curricular units received varying guidance within their divisions on assessment and few had articulated student learning outcomes. Annual reports focusing on use and satisfaction data were the most common forms of assessment ([DSA Annual Report 17-18](#), [DSA Annual Report 16-17](#)). While these reports were useful, they did not demonstrate contributions to student learning.

The first phase of the initiative identified [specific co-curricular units](#) to develop student learning outcomes and design and implement an assessment plan. The Assessment and Accreditation Coordinator collaborated with the Chair of the UAC and the Assistant to the Vice President for Student Affairs to provide individual coaching and group training sessions to prepare and support co-curricular faculty and staff in undertaking this task. Student learning outcomes were developed to align with department mission statement and divisional and university goals ([example](#)). The first round of co-curricular assessment of student learning will finish in summer 2020. The next phase of the initiative will expand to include additional co-curricular units.

### **Utilization of Assessment**

Using results to improve student learning is the primary focus of the assessment process. Incorporating feedback from our last HLC reaffirmation of accreditation visit, documenting these efforts has become a focus of our annual reporting process. Programs are asked to provide detailed reflection about how they shared and used assessment for improvement in their [annual reports](#). Evaluation of these reports by the Office of Assessment and Accreditation indicates that the "sharing and use of results" category on the [report evaluation rubric](#) is consistently rated at the "Mature" level ([Summary Report](#)). Faculty share findings of assessment with their program faculty and identified stakeholders ([sample meeting minutes](#)). This process was adopted in AY 15-16 following recommendations from our last HLC reaffirmation of accreditation to improve the documentation of our assessment practices and their use for continuous improvement. The first [summary report from AY 15-16](#) showed programs were rated between "Developing" and "Mature."

A review of the ways academic programs use assessment findings to improve student learning were compiled in a [Continuous Improvement Project](#) conducted in AY 18-19.

Foundational Studies has used findings from direct assessment of student learning to inform practice:

- **Quantitative Literacy**
  - The QL assessment project did not proceed when it was discovered that many of the courses in the curriculum were not assigning work that truly measured students' quantitative literacy. While discouraging, this led to reform of the Mathematics and QL categories to create one new QL category. The UCC accepted applications for courses to be included in the new QL category in early Fall 2019, and the course array was

[approved by the UCC](#) in January 2020. These new courses contain significant writing components and instructor feedback so that students develop and demonstrate their quantitative literacy through their own words. To ensure a positive transition using new the new QL learning objectives in Fall 2020, a [workshop](#) was designed for faculty teaching category courses to learn and review syllabi and assignments together as a community of practice.

- [Written Communication](#)

- As a participant in the HLC Assessment Academy, one of our focus areas was written communication. One of the discoveries of the assessment of English 101 and 105 was that students demonstrated the same weaknesses in the latter course that they did in the former, its prerequisite. As a result, the department conducted focus groups with instructors to determine more precisely what and how they were teaching. It consequently revised the goals for 101, selected a more comprehensive textbook that addressed the items students had difficulty with, identified experts among the faculty who could serve as resources for their colleagues, and provided students with access to an online handbook. The English 101 teachers also were instructed to concentrate more on the argument paper and to better prepare students to do research. The Academy writing assessment project was so fruitful that the English Department continues to assess its Foundational Studies courses on its own accord.

The conversation about student writing influenced the work of other departments as well by clarifying what students should know and be able to do upon completion of the first-year English courses. Departments like History had structured their curricula with the expectation that students who had completed English 101 would be able to write multi-source, documented research papers—even though the prerequisite skills are taught in English 105. The Historical Perspectives category was revised and the History Department subsequently renumbered its courses so that students would be more likely to have completed ENG 105 before enrolling in them.

- [Oral Communication](#)

- Oral communication was a second focus of the HLC Assessment Academy Project. Oral communication was assessed by using the corresponding AAC&U VALUE rubric to evaluate 270 student artifacts from a variety of lower and upper-level Communication courses. Findings demonstrated student strengths in organization, language, and central message, with most students scoring in the Milestone 2 range. Faculty could focus on improving student delivery and support materials, with most students scoring in the Milestone 1 range.

- [Upper-Division Integrative Electives \(UDIE\)](#)

- The results of the UDIE artifact assessment showed that it was not always clear from the guidelines, prompts, and rubrics whether critical thinking or the integration of different ways of knowing were part of the grading schema. At least for one or two of faculty rubrics provided, students could have followed procedures for the paper and done well without (perhaps) engaging much in the way of critical thinking. Indeed, many of the papers had prompts that clearly set up the tasks for the paper but not always in ways that worked toward the larger ambitions of the UDIE category in terms of critical and integrative thinking. As two of the readers for the project noted, “We believe that UCC could encourage faculty teaching critical thinking to pay close attention to what they

signal to students as the grading priorities.” The UCC is readdressing this category, both in terms of the course requirement itself, and how it can provide professional development to faculty on using guidelines and rubrics to encourage students to engage more in critical thinking and integrative approaches.

Further analysis of the prompts/guidelines also showed that, while clearly guiding the students in expectations of the particular assignment (and laying out clear markers for both process and issues to be covered), they often inhibited as much as aided students in helping them to write well integrated essays at an advanced level. In short, many students adopted a “paint by numbers” approach to papers that did little to promote some of the larger learning outcomes for this category. Indeed, in some artifact guidelines, students were even directed very specifically about which sources from the class to use to address specific points. While helpful at keeping students from going too far astray, it also means that students aren’t necessarily engaged in the work of sifting through a corpus of evidence to shape an integrated, self-driven analysis. Again, the UCC will need to take the lead in supporting faculty professional development, including hosting sessions to discuss best practices on utilizing prompts to both generate the desired lessons from specific course content/aims while also fostering some of the broader ambitions of the FS program.

While the new Foundational Studies assessment plan has only been in effect since Fall 2019, the first artifact assessment day was held in February 2020. Sixteen faculty and staff members volunteered their time to use modified AAC&U LEAP rubrics to review 145 student artifacts to evaluate student learning outcome achievement in two areas: Literary Studies and Global Perspectives and Cultural Diversity. [Findings](#) were shared and discussion among the faculty of the UCC and all faculty teaching courses is ongoing, culminating in [May workshops](#). A report of these discussions and action plans will by then be synthesized. The goal of these discussions is to create strategies to address student achievement, as well as assessment practice.

As co-curricular assessment of student learning has only begun systematically in AY 19-20, our insights into how assessment has been used to improve student learning are limited; however, these units have demonstrated a commitment to data-informed decision-making regarding student use, satisfaction, and perception data for some time ([example](#)). Findings and evaluation of assessment practice from the first cycle of structured student learning outcomes assessment were discussed in a [virtual assessment conversation](#) held July 7, 2020. Each unit received detailed, rubric-based feedback on their assessment reports to recognize strong work and guide improvement of assessment practice in the coming year (example reports at each rating level: [Mature](#), [Developing](#), [Undeveloped](#)). We will continue to work closely with co-curricular units to practice strong assessment of student learning and other valuable quality indicators, put their experience using data to inform decisions to use with student learning data, and document how their data-informed decisions have promoted student learning improvement. The Office of Assessment and Accreditation, the Division of Student Affairs Assessment Committee, and the University Assessment Council continue to support these efforts with buy-in from university leadership.

### **Assurance of Quality Assessment**

Assessment is guided by the University Assessment Council (UAC), as established by [university policy](#) (see Section 170.10). The UAC is made primarily of university faculty, and includes student

representatives and administrators with responsibility for assessment ([UAC Roster](#)). The UAC primarily supports the development of a positive assessment culture on campus, guides the Office of Assessment and Accreditation decisions and policies affecting faculty and staff assessment practice, and represents the larger campus population in assessment matters. In Fall 2018, the UAC developed and adopted a short-term assessment strategic plan to guide practice through the end of the upcoming accreditation cycle ([strategic plan](#)). The next strategic plan will incorporate feedback from the HLC reaffirmation visit in September 2020, as well as findings from a self-study conducted in Spring 2020 using the National Institute for Learning Outcomes Assessment (NILOA) Excellence in Assessment (EIA) designation criteria ([EIA Self-Study Results](#)).

To ensure quality assessment practice, annual assessment reports from academic programs, Foundational Studies, and co-curricular units are evaluated by the Office of Assessment and Accreditation using a [four-part rubric](#) designed to evaluate: 1) student learning outcomes, 2) assessment design, 3) data analysis, and 4) sharing and use of findings for improvement. The rubric is reviewed annually by UAC members. Programs receive a designation of Exemplary, Mature, Developing, or Undeveloped in addition to detailed feedback on the strengths and recommendations for improvement of their assessment practice (Examples: [Undeveloped](#), [Developing](#), [Mature](#), [Exemplary](#)). Feedback is sent to faculty who authored the report, and they are encouraged to share with their faculty. Chairs and associate deans are copied to ensure visibility.

A [dashboard summary report](#) is provided to deans, associate deans, and vice presidents for their respective areas that includes aggregate information on assessment practice quality, as well as on student learning outcomes achievement. University-wide information is shared with the Provost, the President, and the UAC, as well as made available to the public ([AY 18-19 Report](#)). Some colleges hold assessment days to discuss feedback and how to address findings ([SCOB Assurance of Learning Agenda](#)).

Assessment practice information, including student learning outcomes, curriculum maps, assessment plans, and annual reports are displayed publicly on the [ISU assessment website](#) to increase transparency and provide a record of information on assessment practice.

To support improvement of assessment practice, the Office of Assessment and Accreditation provides consultations, training, [assessment grants](#), and resources ([OAA Annual Report](#)). In Fall 2019 the office paired with the Faculty Center for Teaching Excellence to host the first-annual [Learning Connections Summit](#) designed to offer learning opportunities to improve teaching, assessment, and student learning. The office also promotes the recognition of excellence in assessment practice by awarding the [Provost's Award for Excellence in Student Learning Assessment and Improvement](#).

## Sources

---

- Criterion 1.A Theres More to Blue Strategic Plan Update 2018
- Criterion 4.B CoCurricular Assessment Report Feedback Example Developing
- Criterion 4.B CoCurricular Assessment Report Feedback Example Mature
- Criterion 4.B CoCurricular Assessment Report Feedback Example Undeveloped
- Criterion 4.B CoCurricular Assessment Results
- Criterion 4.B College Assessment Dashboards
- Criterion 4.B DSA Annual Report 16 17
- Criterion 4.B Example Annual Assessment Report BM Music 17

- Criterion 4.B Example Annual Assessment Report BM PhD EDLR 19
- Criterion 4.B Example Annual Assessment Report BS Accounting 18
- Criterion 4.B Example Annual Assessment Report BS CM 17
- Criterion 4.B Example Annual Assessment Report BS Ex Sci 17
- Criterion 4.B Example Annual Assessment Report EI Ed 16
- Criterion 4.B Example Annual Assessment Report MBA 19
- Criterion 4.B Example Annual Assessment Report MM Music 17
- Criterion 4.B Example Annual Assessment Report MS OSM 16
- Criterion 4.B Example Annual Assessment Report MS OT 19
- Criterion 4.B Example Annual Assessment Report Physics 19
- Criterion 4.B Excellence in Assessment Designation Self Study.pdf
- Criterion 4.B Foundational Studies Assessment Summary Report 2019 20.pdf
- Criterion 4.B SOASR Undeveloped
- Criterion 4.B.1 Academic Programs Annual Assessment Expectations
- Criterion 4.B.1 Assessment Plan Example
- Criterion 4.B.1 Assessment Plan Template
- Criterion 4.B.1 Assessment Results Webpage
- Criterion 4.B.1 Category Learning Objectives Survey Example.pdf
- Criterion 4.B.1 CoCurricular Assessment.pdf
- Criterion 4.B.1 CoCurricular Learning Outcomes Example
- Criterion 4.B.1 CoCurricular Units.pdf
- Criterion 4.B.1 Curriculum Map Example
- Criterion 4.B.1 Division of Student Affairs Annual Report.pdf
- Criterion 4.B.1 Foundation Studies Assessment Plan - UCC Approval Minutes.pdf
- Criterion 4.B.1 Foundational Studies Assessment Plan.pdf
- Criterion 4.B.1 Foundational Studies Course Approval and Assessment Schedule.pdf
- Criterion 4.B.1 Foundational Studies Fall Faculty Workshops for Category Learning Assessment
- Criterion 4.B.1 Global Perspectives and Cultural Diversity Rubric.pdf
- Criterion 4.B.1 HLC Assessment Academy Report - Oral Communication
- Criterion 4.B.1 HLC Assessment Academy Report - Written Communication
- Criterion 4.B.1 HLC Assessment Academy Report.pdf
- Criterion 4.B.1 Learning Outcomes Library Example
- Criterion 4.B.1 Literary Studies Rubric.pdf
- Criterion 4.B.1 Participation in the Multi State Collaborative to Advance Quality Student Learning
- Criterion 4.B.1 Quantitative Literacy Assessment Notes.pdf
- Criterion 4.B.1 SOASR Form.pdf
- Criterion 4.B.1 Upper-Division Integrative Electives Assessment.pdf
- Criterion 4.B.2 2016 Assessment Results Summary
- Criterion 4.B.2 AY 15-16 Student Learning Outcomes Assessment Summary Report
- Criterion 4.B.2 AY 17-18 Division of Student Affairs Annual Report
- Criterion 4.B.2 AY 18-19 Summary of Academic Program Annual Student Learning Outcomes Assessment
- Criterion 4.B.2 AY18-19 Assessment Reports Summary
- Criterion 4.B.2 Continuous Improvement Project.pdf
- Criterion 4.B.2 Critical Thinking Assessment.pdf
- Criterion 4.B.2 Department Meeting Minutes Assessment Discussion Example
- Criterion 4.B.2 Example College Program Assessment Snapshot AY 18-19

- Criterion 4.B.2 Foundational Studies Assessment Day 2020 Results
- Criterion 4.B.2 Foundational Studies Quantitative Literacy Faculty Workshop Planning
- Criterion 4.B.2 Foundational Studies Spring 2020 Category Assessment Findings Faculty Workshop Agenda
- Criterion 4.B.2 Scott College of Business Assurance of Learning Assessment Workshop
- Criterion 4.B.2 SOASR Evaluation Rubric
- Criterion 4.B.2 University College Council Approval of New Courses in the QL Category
- Criterion 4.B.2 University College Council Minutes 12.5.19 - QL Course Approvals.pdf
- Criterion 4.B.3 Annual Assessment Report with Feedback Example - Developing
- Criterion 4.B.3 Annual Assessment Report with Feedback Example - Exemplary
- Criterion 4.B.3 Annual Assessment Report with Feedback Example - Mature
- Criterion 4.B.3 Assessment Grant Information.pdf
- Criterion 4.B.3 Assessment Website
- Criterion 4.B.3 Assessment Website Results Page.pdf
- Criterion 4.B.3 Learning Connections Summit Schedule.pdf
- Criterion 4.B.3 Office of Assessment and Accreditation Annual Report
- Criterion 4.B.3 Provost Award Information.pdf
- Criterion 4.B.3 University Assessment Council Policy Library Language.pdf
- Criterion 4.B.3 University Assessment Council Roster.pdf
- Criterion 4.B.3 University Assessment Council Strategic Plan.pdf

## 4.C - Core Component 4.C

---

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

## Argument

---

### Quality Assurance of Institutional Data

Indiana State University uses IPEDS methodology and definitions when tracking and reporting retention, graduation, and program completions. Cohorts begin with first-time, full-time, bachelor's degree-seeking freshman from each year, and status is determined by enrollment or graduation in subsequent review years. This methodology fits ISU's student profile in that less than one percent of our entering class are part-time students, and our last cohort to which we offered any Associate Degree programs entered ten years ago. Internally we also provide retention/graduation reports for all first-time freshman.

### Retention, Persistence and Graduation

Goals for retention and completion have been established in multiple iterations of the [strategic plan](#). In Fall 2019, Academic Affairs determined it would helpful to establish persistence goals to chart a path to completion. These persistence goals were [presented](#) to the Board of Trustees in [December 2019](#) and slightly modified in the updated table below.

**Table 19**

### Retention, Persistence and Completion Data and Targets

	<b>F 15 Cohort Actual</b>	<b>F 16 Cohort Actual</b>	<b>F 17 Cohort Actual</b>	<b>F 18 Cohort Actual</b>	<b>2023 Target  (F 19 Cohort)</b>

1st Year Retention	64.20%	67.82%	62%	65.24%	66%
2nd to 3rd Year Persistence	52%	55.36%	51.33%		60%
3rd to 4th Year Persistence	45.47%	48.66%			50%
4 Year Graduation	28.29%				33%

Collection and analysis of student retention, persistence, and completion information occurs at many levels at the institution. Most recently, analysis completed to illustrate our performance gaps among students. The [data](#) demonstrates clear and problematic differences and is being used to form a plan to scale up [Project Success](#).

Institutional Research provides faculty and staff with specific [student success related dashboards in Blue Reports](#), our institutional data management system, to support data-informed planning and decision-making regarding student success. Blue Reports also provides [data to promote early intervention](#) with struggling students, including information on attendance, interim grades, and high school GPA.

### **Institutional Initiatives for Student Success**

[ISU's Quality Initiative \(QI\)](#) for the Open Pathway was to institutionally examine and address areas where curricular barriers impeded student progress, persistence, and graduation. This initiative evolved from data showing a need to improve learning and retention through specific math courses and the need to reexamine curriculum in high-credit-hour programs. The three target areas for the project were: 1) math pathways reform, 2) degree structure redesign, and 3) competency-based curriculum transformation. These efforts produced several changes to support student success, as well as recommendations for ongoing progress.

- Math Pathways Reform Outcomes:
  - Appropriate prerequisite math courses or placement scores were established for advanced courses in the math sequence.
  - Majors with college algebra as the final math requirement examined the rationale for the requirement, making changes where appropriate to better align with the mathematical needs of the discipline.
  - Workshop was held with advisors to help them understand the importance of taking math courses within the first year before math competence is lost over time.
- Degree Structure Redesign Outcomes:
  - Shifting from in-major concentrations to core courses of study with optional minors to improve students' ability to change plans without adding time to degree. Four majors participated in this project: Criminology, Management, 2 program in Earth and Environmental Sciences, and Recreation and Sport Management. This project improved flexibility and, in some cases, cut the number of credit hours to degree.
- Competency-Based Curriculum Redesign Outcomes:
  - College of Technology faculty recognized their need to better understand student learning outcomes and their assessment. They engaged Dr. Gloria Rogers as a consultant to improve this understanding, and they determined a need to start with understanding the basics of learning outcome design and curriculum mapping before moving on to full curriculum redesign.

The QI was [accepted with positive feedback](#) by the HLC in Fall 2019.

The Associate Vice President for Student Success was [charged](#) with enhancing student achievement of their educational goals through addressing issues affecting student success, using data to inform decisions, and engaging faculty and staff as participants in the process of improving student retention and achievement. A report – [Why Undergraduate Students Leave Indiana State University](#) – compiled by the office in 2015 identified 5 factors creating challenges for ISU student success: under-preparation, financial challenges, time-to-complete, transfers out, and academic and social engagement. The report also acknowledged current support initiatives underway such as the founding of the University College, expansion of student activities to improve student belonging, and the growth of institutional need-based aid, while addressing faculty and academic department influence on student success as a primary area for improvement. These efforts shaped the goals for the Office over the next two years. Major initiatives included:

### [2016-2017 Annual Report](#)

- Added Graduation Specialists positions to support persistence in each college and the [Sycamore Graduation Guarantee](#).
- Expansion of Supplemental Instruction programs from the Center for Student Success, which influenced a reduction in D/F/drop rates in FIN 18 and MATH 115.
- Expanded study table requirements and early intervention procedures for [LEAP students](#), resulting in a 7.5% increase in student retention.
- Held annual statewide [Student Success Conference](#) with over 150 faculty, staff, and policymakers in attendance.
- Established a 3-month, campus-wide program focused on race that engaged 25 student-faculty/staff pairs who collaborated in a campus-wide presentation.
- Expanded the [First Sycamores](#) program supporting first-generation students, including faculty/staff mentors who were first-generation students and the creation of a formal student organization supporting first-generation students.
- Began fall and winter advising institutes for faculty and professional academic advisors.
- Initiated the [Master Teacher program and a multicultural curriculum transformation project](#) in the Faculty Center for Teaching Excellence.

### [2017-2018 Annual Report](#)

- Graduation Specialist program contacts with students exceed 1,000, and the 4-year graduation rate in Spring 2017 was the highest in ISU recorded history at 28.7%.
- Deployed a [15-to-Finish campaign](#) to encourage consistent enrollment of 15 credit hours to complete the degree in 4 years.
- Expanded Center for Student Success initiatives, such as walk-in tutoring, study tables for 21st Century Scholars, and the implementation of Maxient management system to support student note taker support for students with disabilities. African American 21st Century Scholar 5-year graduate rates rose 4 percentage points from prior year.
- Supported expanded [Advising Matters](#) development for faculty and professional advisors.
- Formed collaborative effort between the Student Success Council and the University Assessment Council to support faculty in [making connections between student success and student learning](#) and streamline reporting, meaning-making, and planning efforts.
- Raised \$10,000 for first-generation student support, resulting in a new First Gen Completion Fund created within the Scholarships Office.
- Over 200 in attendance at the Student Success Conference.

A reorganization followed the departure of the Associate Vice President who led the Office of Student Success. With the move of Enrollment Management to be under Academic Affairs (headed by a Vice Provost), the units of the Office of Student Success were absorbed into University College. Under the leadership of a newly created Vice Provost of Enrollment Management in mid-spring 2019, the Division of Enrollment Management broadened its focus beyond student recruitment to also address retention. New [institutional processes](#) were devised to identify, prioritize, and act upon student success initiatives through coordination with [committees](#), colleges, university administration, and the SEM Council.

These processes brought together insights on the student life cycle from multiple perspectives. This allowed the [colleges to identify priorities](#) for their college and departments and committees to identify priorities for their areas that warranted [institutional partnerships](#) or an [institution-level approach](#). These insights can be generally grouped in three themes:

- Financial - Reducing barriers and providing tuition and housing relief
- Academic - Examining curriculum design, developing quality instruction, and supporting quality advising
- Processes & Workflows - Making university processes more efficient and straightforward to reduce barriers for students

Pilot projects and control studies have been initiated based on these findings with some early positive results:

- Financial:
  - Bridge the Gap Scholarship was established by ISU's inaugural Give to Blue Day in spring 2019. Enrollment Management analyzed data of students with holds on their accounts that prevented their progress and created a model to determine which students would be most likely to succeed if given a scholarship to address these issues. A [pilot test of the project](#) in Spring and Summer 2019 showed positive results that led to its [expansion](#).
  - Data that showed the current financial aid package was more successful in getting students to ISU than supporting students to stay at ISU prompted exploration of how our current aid packaging and financial aid counseling could be adjusted to provide ongoing support to promote student retention. One [promising new initiative](#) includes increasing merit-based aid over the course of enrollment related to performance at ISU rather than high school performance. This approach leverages the power of need-based aid to help students enroll, along with merit-based aid to encourage their continued persistence.
- Academic:
  - [Pathway to Blue](#) is a new partnership between Ivy Tech Community College and Indiana State University that helps students follow a supportive and established pathway from Ivy Tech to earning a degree at ISU. Participating students enroll as General Education majors at Ivy Tech for two semesters while living on campus at ISU. They receive academic and personal support from both institutions, and complete their degree at ISU. The creation of this program was informed in part by the data-informed decision to significantly reduce the number of students ISU conditionally admitted. Directing these students to Pathway to Blue gives them an opportunity to build the necessary capacities while working toward their degrees.
  - [Project Success](#) is a one-semester bridge program that targets academically under-prepared students and provides support for a strong academic start in the first year. [Data](#)

[support](#) a need to expand and provide more support to the program, and an application is in development for a Lilly Grant to support these efforts.

- Processes & Workflows:
  - One identified process barrier to student persistence was registration holds due to failure to submit immunization records. This data prompted a [revision of the immunization process](#) to improve documentation and reduce related holds.
  - Another proposal identified a need to reduce priority registration overloads and subsequent demand on the system. This [process](#) will hopefully improve services to students and reduce frustration and delays with registration.

The University College and Foundational Studies program includes analysis of student success data in its overall approach to assessment. This understanding is critical, as University College facilitates first-year student transition. One program administered by the University College is the [STARS program](#) to support conditionally-admitted students whose high school G.P.A.s were below the university minimum. In AY 16-17 and AY 17-18, ISU admitted a larger than usual number of conditionally-admitted students. [Data](#) showed that these students were not retained. The number of conditionally admitted students was reduced and plans were put into place in AY 18-19 to better match student needs to adequate support. These efforts showed an increase in fall-to-spring persistence from 67.65% F17-S18 to 72.80% F18-S19. Unpublished (at the time of writing) retention rates for Fall 19 to Spring 20 [showed more improvement](#) at 77.14%. Students also sign an [accountability contract](#) to demonstrate their understanding of the expectations and support as members of the program.

University College also employs a faculty fellow to conduct analytics projects to better understand promoters and barriers to student success. One of the most robust projects was the [Task Force on Drops and Deficiencies](#) in Fall 2015, which investigated the factors influencing notably high failure rates in certain courses and student populations. Findings and recommendations of the University College faculty fellow's data analytics projects are shared with the Dean of the University College and the faculty of the University College Council. Primary findings and recommendations included:

- Investigate supportive programming that promotes completion, such as that done with the 21st Century Scholars. Specifically include students from Indiana's rural high schools in programming.
- Identify and establish support for financial issues, as they have a significant impact on success.
- Improve advising to direct students to more appropriate courses based on their prior learning and achievement, including the strategic selection of Foundational Studies courses, rather than what fits best in the schedule.
- Avoid scheduling students in their first semester in specifically identified courses more likely to be failed (ECON 101, ECON 100, PSY 101H, FS sciences, FS historical studies), and limit the number of high-DFWI courses scheduled in any given semester.
- Re-examine four-year plans to ensure consistency with student success measures, starting with the largest programs.
- Offer fewer courses prior to 10:00am.
- Advise chairpersons of faculty who are outside a +.3 to -.3 range on grades and +.1 to -.1 on DFWI rates.

### **Academic Program Efforts**

Faculty in academic programs are involved in analyzing their students' retention, persistence, and

completion and using this data to plan for and support student success. For a time, these findings were reported in department-level [Student Success Plans \(CAS example plan reports\)](#). These reports [provided a comprehensive look](#) into these success indicators, as well as other valued data, such as recruitment or post-graduate outcomes.

Following AY 17-18, the Student Success Report was merged with the existing Student Outcomes Assessment Report to streamline reporting in one form – the [Student Outcomes Assessment and Success Report \(SOASR\)](#) – and encourage faculty to examine any connections between student learning and student success data at the program level (example reports - see Part 2: [BS Special Education](#), [BS Physical Education All Grade](#), [BS Mechanical Engineering Technology](#), [BS Insurance and Risk Management](#), [BA Language Studies](#)). This process was [streamlined further](#) and incorporated career readiness reporting and reflection in AY 18-19 when a new VP for Enrollment Management came aboard. Program faculty continue to report and reflect on their student success data in the SOASR, as well as discuss program-level plans for improvement (example reports - see Part 1b: [BS Speech Language Pathology](#), [BS Science Education](#), [BS Nursing Accelerated Track](#), [BFA Interior Architecture Design](#), [BS Management Information Systems](#)). An analysis of student success improvement plans showed faculty primarily focus on addressing curricular and pedagogical initiatives and barriers to success, in addition to other structural or resource-related issues ([report](#)).

## Sources

---

- Criterion 1.A Theres More to Blue Strategic Plan Update 2018
- Criterion 1.A.1 KPI Presentation to Board
- Criterion 4.B.1 SOASR Form.pdf
- Criterion 4.C 15 to Finish
- Criterion 4.C 17 18 SOASR Example BS IRM
- Criterion 4.C 17 18 SOASR Example BS LS
- Criterion 4.C 17 18 SOASR Example BS MET
- Criterion 4.C 17 18 SOASR Example BS Phys Ed
- Criterion 4.C 17 18 SOASR Example BS Special Ed
- Criterion 4.C 18 19 Student Success Combined Reporting Example - BFA IAD
- Criterion 4.C 18 19 Student Success Combined Reporting Example - BS MIS
- Criterion 4.C 18 19 Student Success Combined Reporting Example - BS Science Ed
- Criterion 4.C 18 19 Student Success Combined Reporting Example - BS SLP
- Criterion 4.C 18 19 Student Success Combined Reporting Example - BSN Acc
- Criterion 4.C Academic Affairs Retreat 2015 Student Success Plans Discussion
- Criterion 4.C Advisors Handbook
- Criterion 4.C Bridge the Gap Scholarship Pilot Results Spring 2019
- Criterion 4.C FCTE Professional Development
- Criterion 4.C First Sycamores
- Criterion 4.C HLC Acceptance of Quality Initiative Report
- Criterion 4.C KPI Presentation to Board of Trustees Dec 13 2019
- Criterion 4.C LEAP Summer Bridge Program
- Criterion 4.C Office of Student Success
- Criterion 4.C Project Success
- Criterion 4.C Retention Persistence and Graduate Data for Lilly Grant Application.pdf
- Criterion 4.C SOASR Combined Report 17 18
- Criterion 4.C Student Success Conference

- Criterion 4.C.1 Strategic Enrollment Management Council Committee Members
- Criterion 4.C.2 Bayh College of Education SEM Project Proposals
- Criterion 4.C.2 Blue Reports Early Intervention Dashboard.pdf
- Criterion 4.C.2 Blue Reports Student Success Dashboard.pdf
- Criterion 4.C.2 Office of Student Success Annual Report 2016-17
- Criterion 4.C.2 Office of Student Success Annual Report 2017-18
- Criterion 4.C.2 Quality Initiative Report.pdf
- Criterion 4.C.2 SEM College Projects
- Criterion 4.C.2 SEM Institutional Initiatives
- Criterion 4.C.2 SEM Processes.pdf
- Criterion 4.C.2 Student Success Plan Reports - CAS Example.pdf
- Criterion 4.C.2 Student Success Reports Overview.pdf
- Criterion 4.C.2 Sycamore Graduation Guarantee
- Criterion 4.C.2 Task Force on Deficiencies and Drops Report.pdf
- Criterion 4.C.2 Why Undergraduate Students Leave Indiana State University
- Criterion 4.C.3 Bridge the Gap Scholarship
- Criterion 4.C.3 Faculty Reported Activities to Support Student Success
- Criterion 4.C.3 Pathway to Blue.pdf
- Criterion 4.C.3 SEM Process Improvement Proposal - Changes to Priority Registration
- Criterion 4.C.3 SEM Process Improvement Proposal - Immunization Compliance
- Criterion 4.C.3 STARS Fall 19 to Spring 20 student retention
- Criterion 4.C.3 STARS Initiative Spring Contract 2020
- Criterion 4.C.3 STARS Program
- Criterion 4.C.3 STARS Program Persistence Report
- Criterion 4.C.3 Sycamore Success Pilot and Invest in Success Pilot
- Criterion 5.C.2 Strategic Enrollment Management Committee Members
- Theres More to Blue Strategic Plan Strategies and Goals

## **4.S - Criterion 4 - Summary**

---

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Summary**

---

*There is no argument.*

### **Sources**

---

*There are no sources.*

## 5 - Institutional Effectiveness, Resources and Planning

---

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### 5.A - Core Component 5.A

---

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

## Argument

---

### Shared Governance

Indiana State University values a system of shared governance that includes the Board of Trustees, university governance units ([Faculty Senate](#) [Section 145], [Staff Council](#) [Section 155] and [Student Government Association](#) [Section 165]), college-based governance units ([Bayh College of Education Congress](#), [College of Arts and Sciences Governance](#), [College of Technology Governance](#), [Scott College of Business Faculty Guide](#), [College of Health and Human Services Governance](#), [College of Graduate and Professional Studies Graduate Council](#), [Cunningham Memorial Library](#)), [university committees](#) {Section 170}, governance unit standing committees ([Faculty Senate Standing Committees](#) [Section 146.1], [Staff Council Committees](#) [Section 155.9], [Student Government Association Executive Branch](#) [Section 165.3], [Student Government Association Supreme Court](#) [Section 165.4], [Student Government Association Senate](#) [Section 165.2]) and other established organizational structures to ensure that faculty, staff and students have input into the establishment and revision of university policies.

### **Board of Trustees**

The Indiana State University Board of Trustees is a nine-member board appointed by the Governor of Indiana, and includes two alumni trustees and one student trustee. Details of its membership are provided in the Policy Library {[Section 120.1.1 and 120.1.2](#)}, [Authority of ISU Board of Trustees](#). The student trustee's appointment is for two years while the other trustees serve four-year terms. In even years, the Board of Trustees generally meets five times including the annual meeting which is the May meeting. In odd years (Indiana General Assembly biennial budget years), the board has an additional meeting in June to set tuition and fees and approve the budget for the upcoming

fiscal year. In those years, the June meeting serves as the annual meeting. Additional meetings may be scheduled as needed such as during a presidential search, etc. The meetings, agendas and minutes are made available to the public via the [Board of Trustees website](#). The Board extends opportunities to each university-wide governance unit -- Faculty Senate, Staff Council and Student Government Association -- as well as the Vice President for University Advancement and CEO of the ISU Foundation and the University President to address the Board during each regular Board of Trustees meeting. The President of the University also addresses the campus community during a State of the University Address each fall ([2019 Fall Address Transcript](#)).

Prior to 2015, the Indiana State Board of Trustees operated as a committee of the whole with its only committee existing solely to nominate a slate of officers to lead the board each year. At the [Board of Trustees December 12, 2014](#) meeting, a Finance Committee was established to safeguard and monitor the University's financial stability and long-term economic health. The Committee, which began meeting in February of 2015, serves as the Board's principal forum for the consideration of matters relating to the University's business operations, budgeting, financing, financial reporting, and financial reserves. The Finance Committee generally meets in conjunction with each regular Board of Trustees meeting and [submits recommendations for the board's consideration](#) during the agenda meeting. The [Finance Committee's agendas](#) are published on the Board of Trustees website, and its recommendations are included in agenda/minutes for the regular Board of Trustees meetings. As with the Board of Trustees' meetings, the Finance Committee's meetings are open to the public. Membership of the Finance Committee and selection of its chair are determined by the incoming Chair of the Board of Trustees and announced at the board's annual organizational meeting.

In addition to its regular meetings and [Finance Committee meetings](#), the University administration frequently provides information sessions, referred to as work sessions or seminars, to update the Board of Trustees on various items. The sessions are for receiving information only, and no votes are taken. Notice of these sessions is distributed to the public and the media along with notices of the agenda meetings and executive sessions. [Board of Trustees work sessions](#) are open to the public except in rare cases where there is an allowable exemption to the Open Door Law requirement per Indiana Code.

New trustees are also provided [board orientation](#) and [development](#) that includes an overview of the university's overall structure and operations including its fiscal operations, strategic planning goals, facilities master planning, university policies, Board bylaws and procedures, conflict of interest policy, and other information impacting the university's operations.

The Board delegates specific responsibilities to the President, such as fees for programs of strategic importance, ticket prices, fees for facility rentals, salary tables, etc. These responsibilities are detailed in Policy Library Section 130.3, [Delegation and Authority of the President and Presidential Succession](#).

### **Faculty Governance**

The history of faculty governance began in the 1940s and 1950s in the form of the Faculty Advisory Committee. In 1957, the Faculty Council, a peer-elected, 12-member group, was formed. In 1970, the Board of Trustees established the University Faculty Senate. This group generally meets monthly during the academic year with additional special meetings called as needed. The [Executive Committee of the Faculty Senate meets to discuss predetermined agenda items](#) on an almost weekly basis during the academic year. [Executive Committee meeting minutes](#) are made public. The Faculty Senate has [eight standing committees](#), which prepare [annual reports](#), inclusive of

Administrative Affairs, Arts Endowment, Curriculum and Academic Affairs, Faculty Affairs, Faculty Economic and Benefits Committee, Graduate Council (which also serves as the governance unit for the College of Graduate and Professional Studies), Student Affairs and University Research.

### **Staff Council**

The [Staff Council](#) (Section 155) serves as an advisory body representing exempt and non-exempt staff members in the governance structure. In addition to its executive committee comprised of the council's officers, the Council has [three standing committees](#) (Section 155.9): Employee Relations, Public Relations, and Staff Benefits. Following the requirements of Staff Council committees, they have annual charges defining their work for the fiscal year. Examples from 2019-2020 include exploring training needs for staff (Employee Relations), planning staff appreciation events (Public Relations), and exploring if the distance fee for online classes could be waived for employees (Staff Benefits). Each committee brings recommendations to the full Staff Council for consideration. Any recommendation approved by the Council is then provided to the University Administration for consideration and potential action, if required, by the Board of Trustees.

### **Student Government Association**

Students are represented in the governance process through the [Student Government Association](#) (Section 165) which has executive, judicial and legislative branches. All executive authority of the SGA is vested in the Executive Council as described in the SGA Constitution. The judicial branch encompasses the SGA Supreme Court, which has responsibility to preserve and protect the rights of students. The legislative branch is comprised of the Senate which is responsible to legislate on matters of student interest and to review the actions of the Executive Branch. In addition, the Student Government Association provides funding for officially registered student organizations through Section 450 of the [Policy on Student Organizations](#).

### **Shared Governance and Policies**

The University currently has two routes for proposing adoption of new policy or revisions of existing policy. The primary route allows each governance unit to initiate new policies or policy revisions in accordance with their established areas of primary authority. For the Student Government Association, this process is contained within Policy 165 of the [Student Government Association Constitution](#). A recent example would be the establishment of the [student health and wellness fee](#) that was [voted upon by students](#) and approved by the Board of Trustees ([minutes](#)). For staff, this is in the [Staff Council Bylaws](#), Policy 155. The [Constitution of the Faculty](#), Policy 145, contains the primary authority for faculty. The Board of Trustees, the University President, or the chairs of University Governance Units may initiate a request for a new policy or policy revisions through the secondary route (Section 126.2.1.2) [126 Policies and Procedures of the ISU Board of Trustees](#). All policies and policy revisions require final approval by the Board of Trustees.

From individual academic departments, through academic colleges, and up to the University Faculty Senate, faculty are engaged in creating, revising and reviewing policies and procedures related to curriculum, teaching, scholarship, and service. For example, throughout the 2016-2017 academic year, the faculty made a determination that university, college and departmental promotion and tenure policies would undergo revision to expand the pathways to full professor as found in the [2016-2017 Faculty Senate Minutes \(changes to promotion and tenure policy\)](#). Faculty in each of the colleges and departments met to consider the University policy and to revise their own policies. The iterative process culminated with all regular faculty having a vote in the revised policies.

One recent example of the shared governance model working together to shape policies and processes is with a student-led effort to establish a mandatory health and wellness fee to expand services to our students. The idea for the new fee came out of a student referendum [organized by the Student Government Association](#) following a study it directed on the increasing mental health needs of students, an issue facing institutions across the country. Following the December 5, 2018 release of the [SGA Report on Student Health and Wellness](#), SGA proposed to the student body a \$75 per semester health and wellness fee. [Students voted on this fee in a referendum](#) on March 5 and 6, 2019. A total of 68% of the students participating in the vote agreed with the proposed fee. Throughout the process, SGA kept the other governance units and campus [informed](#) about their desire to implement this fee to address a critical issue. The administration took the proposal under review to do a more thorough estimate of how much funding the new fee would generate, how the funding would be best utilized, etc. Ultimately, the administration recommended implementing a new fee to expand health and wellness programs and services but at a lower level (\$40 per semester rather than \$75) than recommended by the Student Government Association. The fee was approved at the [June 21, 2019 Board of Trustees meeting](#) and will be administered beginning with the 2020-21 academic year.

Another example of governance and institutional involvement is the recent change to the campus tobacco policy. In September 2018, President Curtis created the ISU Tobacco Free Task Force following increased concerns regarding vaping and the use of electronic smoking devices on campus. She appointed the dean of students at the time, and an assistant professor of applied medicine and research, as co-chairs. Nineteen other individuals were appointed to serve on the task force including representatives selected by the Student Government Association, the Staff Council and the Faculty Senate along with individuals whose areas are likely to be impacted by this policy. The task force issued its [Tobacco Free Task Force Report](#) in April 2019. In fall 2019, President Curtis asked each governance unit to solicit feedback on the report from their constituents. Each governance unit subsequently surveyed their constituents and provided feedback to the administration. In reviewing the proposed policy, the Faculty Senate expressed concerns about the proposed removal of outdoor designated smoking areas and its potential negative impact on employees and students. As a result of the Faculty Senate's concerns, the administration modified the proposed policy to provide that designated smoking areas will be gradually phased out in a manner determined by the administration as use diminishes. Utilizing this input, a proposed policy was provided for information at the [February 21, 2020 Board of Trustees meeting](#). The revised policy recommendation was passed by the Board of Trustees at the [May 8, 2020 meeting](#).

The University also has several University Committees established to ensure broad campus input on administrative policies, procedures and issues pertaining to a variety of university-wide activities, programs, and services. A few examples include the [Health Benefits Advisory Committee](#) which reviews proposed changes in the University's Health Benefits program and costs, and the [Performing Arts Committee](#) which provides input and advice into the selection of shows for the University's Performing Arts Series. The committees, their responsibilities, and the membership/appointment process are detailed in the Policy Library Section 170 [University Committees](#). [Membership rosters and reports of University Committees](#) are also available. The majority of these committees are comprised of individuals who were nominated by their respective governance units and appointed by the university's president. In some cases, the committees are made up of individuals whose jobs directly relate to the committee's function or purpose. It should be noted that several of these committees had become dormant over the years and were not being utilized to inform administrative decision-making. Therefore, the university recommended changes to the policy requiring these committees to meet at least once a year and to file a brief annual report indicating the committee's activities for the year. These changes also included designating three additional committees as

University Committees — the University Speakers Series Committee, the Health Benefits Advisory Committee, and the University Budget Committee. These committees had been operating on an ad hoc basis, and it was determined they should be formalized as University Committees so that their purpose, membership, terms of office, etc., were clearly defined in the University Policy Library. Each governance unit was consulted about the proposed changes, which they all supported. The changes were approved at the [May 6, 2016 Board of Trustees meeting](#).

## **Institutional Engagement**

The [University Organizational Chart](#) reflects five divisions — academic affairs, finance and administration, student affairs, university engagement and university advancement — each headed by a vice president who reports to the president. The [President's Cabinet](#) also includes the president's other direct reports: the director of intercollegiate athletics, the chief of staff, the general counsel, and the executive director of government relations and university communications. The cabinet generally meets every other week. In the intervening weeks, the President meets with the vice presidents.

In addition, a larger group called the [President's Council](#) includes leadership of each governance unit, all of the University Deans and numerous associate vice presidents, executive directors and directors. This group currently meets twice a year to discuss issues of major significance to the University. The President's Council agenda varies and generally covers a variety of items. For example, the [February 2020 meeting](#) of the council included presentations and discussions on the proposed revisions to the University's [Core Values, Vision and Mission Statements](#), an update on enrollment management strategies, a proposed revision to the Campus Tobacco Policy, a presentation on the upcoming Give to Blue giving day program, and a discussion of the use of [social media](#) by campus units.

The [Strategic Enrollment Management Council](#) (SEM) was modified from the previous [Student Success Council](#) (Section 170.11) by the Provost and Vice President for Academic Affairs under the leadership of the Vice Provost for Enrollment Management to develop strategies that would positively affect recruitment and retention efforts (updates to the policy library are pending). There are several working groups and committees that support and provide recommendations to the SEM Council including working groups on recruitment and retention and committees on aid leveraging, process improvement, and analytics and forecasting. In addition, there are working groups for each college to develop strategies to improve enrollment and retention that are specific to their academic programs. More information is available in the [2019 Enrollment Management Annual Report](#).

Faculty, staff and students are also engaged in the strategic planning process. The [Strategic Planning Steering Committee](#) is made up of the University President, the chairs of each strategic goal, the chair or president of each university-wide governance unit, a representative of the academic deans, a representative of the academic department chairs, the chair of the university's accreditation planning team, the executive director of government relations and university communication, an institutional research representative and the chief of staff who facilitates the planning process. In addition to the steering committee's work, the process provides opportunities for faculty, staff, students and community representatives to participate through various meetings, surveys and other tools. Regular reporting of the Strategic Plan's key performance indicators is also available through the [strategic plan's website](#).

## **Data-driven and Informed Decision Making**

The University collects, maintains and makes available a tremendous amount of institutional

data through the [Office of Institutional Research](#) (IR) and other areas. IR oversees data management for reports mandated by federal and state government agencies, accreditation reviews, enrollment management, strategic planning benchmarking, peer analysis, and other internal and external requests. In addition to maintaining official data definitions and the context necessary to ensure accurate comparisons, Institutional Research provides various in-house databases including the robust [Blue Reports](#) Knowledge Base. Blue Reports serves as an information gateway intended to provide each user with the data they need for their role in the university and the capability to drill into the details to dice, filter and export the data in various ways such as full-time/part-time, university/college/department level, ethnicity, in-state/out-of-state/international, academic standing, degree-seeking, etc. Blue Reports offers custom views for [Chairs](#), [Deans](#), [Administrators](#), [Enrollment Management](#), and [Student Success](#), offering both historical trend data and dynamic data which is updated nightly. In addition, IR fills requests for new data reports such as a recent need to segment retention and graduation data for different at-risk student populations.

The Division of Academic Affairs maintains a robust [faculty activity database](#) (Digital Measures) where faculty [self-report information](#) on teaching, research and service activities with specific impact data on:

- High impact practices used in class – service learning, learning community, undergraduate research, writing intensive course, collaborative assignments and projects, diversity/global learning, ePortfolios, capstone course or project.
- Career readiness competencies employed in class – critical thinking/problem solving, oral/written communications, teamwork/collaboration, digital technology, leadership, professional/work ethic, career management, global/intercultural fluency.
- Community engagement in scholarship- scholarship activities that engage the community and community partners.

In addition, the University participates in numerous national benchmarking data projects. Through the Office of Institutional Research, ISU participates every three years in surveys to collect:

- College expectations, pre-college experiences, and demographics from entering students (Beginning College Survey of Student Engagement - BCSSE)
- Characteristics and quality of educational experiences from first-year and senior students (National Survey of Student Engagement - [NSSE](#))
- Perceptions of faculty on the amount of time devoted to advising, student interactions with academic advisors and with students they teach and other educational experiences (Faculty Survey of Student Engagement - [FSSE](#))
- Data collected through these surveys is shared with university faculty and staff to inform areas where the University is performing well compared to its peers and areas where improvements could be made. [Survey results](#) are made available through IR's website.

One example cited on the [FSSE website](#) is how Indiana State utilized results of the FSSE and NSSE surveys to compare faculty and student views of academic advising. These data were provided to the Taskforce on Academic Advising and incorporated in their [recommendations](#). These recommendations have not been enacted as of present due to resource limitations, but remain an ongoing concern.

Other examples of benchmarking tools the University participates in include NACUBO Salary Data to help establish target salaries for employees, the [Campus Safety Data](#) to meet requirements of the Clery Act and inform students, parents and others of crime statistics for our campus, and various

surveys specific to certain functions or areas such as the SkyFactor Survey for Housing and Residence Life and the National Collegiate Health Assessment administered by Student Health Promotions.

On the campus level, data is collected through the University's annual and biennial evaluation processes for faculty and staff, as well as the [Sycamores Care](#) program, [Student Conduct](#) (maxient), Title IX and Bias Incidents, meal plan usage (food and housing insecurity data), [Center for Community Engagement](#) (Volunteerism, Service Learning, Civic Participation), Career Readiness Assessments, [First Destination Surveys](#), Faculty Center for Teaching Excellence, Math and Writing Center and/or Supplemental Instruction Usage, and Disability Support Services. As an example of how data is used, the Career Center participated in the National Association for Colleges and Employers Career Readiness Project for three semesters ([Fall 2018](#), [Fall 2019](#), [Summer 2019](#)) which were each representative of different student populations (e.g., State Works student employees, seniors on student payroll, summer interns, etc.). The results of this project and the First Destination Survey helped us develop our Career Center goals. These goals are:

- Increase Employer Engagement by 10% for each academic college by 2024
- Assess all Career Center programs and services and implement recommended changes by 2024
- Build a Brand Ambassador Program by 2021
- Utilize technology to increase student participation by 10% in career center services and programs by 2024.
- Increase the amount of inclusive programming and services by 10% by 2024

We have also acquired the following tools to continue to strengthen the career readiness of our students.

- Focus2: The platform provides six career assessments to assist students in making decisions related to their career path and their major. All students enrolled in COMM 101 are required to complete this assessment.
- Big Interview: This platform allows students to complete mock interviews virtually.

In addition, we are in the process of acquiring JobScan and Jobs Connected. JobScan will assist students in developing resumes and cover letters that match the job they are applying for. Jobs Connected will allow us to hold virtual fairs to assist with our distance education population.

## Sources

---

- Criterion 2.A August 2018 Presidents Council Retreat Agenda
- Criterion 2.B Community Engagement Student Involvement
- Criterion 3.D 2015 Academic Advising Task Force Final Report
- Criterion 4.C.2 Blue Reports Student Success Dashboard.pdf
- Criterion 5.A 2019 FSSE
- Criterion 5.A 2019 NSSE
- Criterion 5.A Blue Reports Dashboards Chairs
- Criterion 5.A Blue Reports Dashboards Deans
- Criterion 5.A Blue Reports Dashboards EM
- Criterion 5.A Blue Reports Dashboards Executive
- Criterion 5.A Blue Reports Dashboards Student Success

- Criterion 5.A BoT Approval of Student Health and Wellness Fee June 21 2019
- Criterion 5.A BoT Finance Committee Meeting Dates and Agendas
- Criterion 5.A BoT Finance Committee Report June 21 2019
- Criterion 5.A Faculty Activity Database Screens
- Criterion 5.A Faculty Senate Executive Committee Minutes
- Criterion 5.A Health and Wellness Fee Referendum Announcement to Board of Trustees Feb 22 2019
- Criterion 5.A Library Faculty Assembly
- Criterion 5.A Office of Institutional Research
- Criterion 5.A Presidents Council Agenda Feb 5 2020
- Criterion 5.A Proposed Modifications to Campus Tobacco Policy BoT DRAFT Minutes May 8 2020.pdf
- Criterion 5.A SGA Approval of Student Health and Wellness Fee Referendum
- Criterion 5.A SGA Wellness Report
- Criterion 5.A Student Conduct Recidivism Data
- Criterion 5.A Student Health and Wellness Fee Shared Governance.pdf
- Criterion 5.A Student Health and Wellness Fee Vote
- Criterion 5.A Trustee Orientation Schedule
- Criterion 5.A.1 2016-2017 Faculty Senate Minutes.pdf
- Criterion 5.A.1 2019 Enrollment Management Annual Report
- Criterion 5.A.1 2019 Fall Address Transcript.pdf
- Criterion 5.A.1 2019 Fall Address Video.pdf
- Criterion 5.A.1 Agenda Items (Faculty Senate Executive Committee)
- Criterion 5.A.1 Annual Reports (Faculty Senate Standing Committees)
- Criterion 5.A.1 Authority of ISU Board of Trustees.pdf
- Criterion 5.A.1 Bayh College of Education Congress.pdf
- Criterion 5.A.1 Board of Trustees December 12 2014.pdf
- Criterion 5.A.1 Board of Trustees February 22 2013.pdf
- Criterion 5.A.1 Board of Trustees Finance Committee
- Criterion 5.A.1 Board of Trustees June 21 2019.pdf
- Criterion 5.A.1 Board of Trustees Website.pdf
- Criterion 5.A.1 Board of Trustees Work Sessions.pdf
- Criterion 5.A.1 Board Orientation and Development.pdf
- Criterion 5.A.1 College of Arts and Sciences Governance.pdf
- Criterion 5.A.1 College of Graduate and Professional Studies Graduate Council.pdf
- Criterion 5.A.1 College of Health and Human Services Governance
- Criterion 5.A.1 College of Technology Governance.pdf
- Criterion 5.A.1 Constitution of the Faculty
- Criterion 5.A.1 Core Values Vision and Mission Statements Presentation (1)
- Criterion 5.A.1 Delegation and Authority of the President and Presidential Succession.pdf
- Criterion 5.A.1 Executive Committee Meeting Minutes.pdf
- Criterion 5.A.1 Health Benefits Advisory Committee
- Criterion 5.A.1 May 6 2016 Board of Trustees Meeting.pdf
- Criterion 5.A.1 Membership Rosters and Reports of University Committees.pdf
- Criterion 5.A.1 Performing Arts Committee
- Criterion 5.A.1 Policies and Procedures of the ISU Board of Trustees.pdf
- Criterion 5.A.1 Policy on Student Organizations.pdf
- Criterion 5.A.1 Presidents Cabinet.pdf
- Criterion 5.A.1 Presidents Council

- Criterion 5.A.1 Scott College of Business Faculty Guide.pdf
- Criterion 5.A.1 SGA Report on Student Health and Wellness
- Criterion 5.A.1 Social Media
- Criterion 5.A.1 Staff Council
- Criterion 5.A.1 Staff Council Bylaws.pdf
- Criterion 5.A.1 Staff Council Committees
- Criterion 5.A.1 Standing Committees (Faculty Senate)
- Criterion 5.A.1 Strategic Enrollment Management Council Membership
- Criterion 5.A.1 Strategic Plan Website.pdf
- Criterion 5.A.1 Strategic Planning Steering Committee.pdf
- Criterion 5.A.1 Student Government Association Constitution
- Criterion 5.A.1 Student Government Association Executive Council
- Criterion 5.A.1 Student Government Association Senate
- Criterion 5.A.1 Student Government Association Supreme Court
- Criterion 5.A.1 Student Government Association.pdf
- Criterion 5.A.1 University Committees.pdf
- Criterion 5.A.1 University Faculty Senate.pdf
- Criterion 5.A.1 University Organizational Chart.pdf
- Criterion 5.A.1 University Policy Library.pdf
- Criterion 5.A.2 Blue Reports.pdf
- Criterion 5.A.2 Campus Safety Data.pdf
- Criterion 5.A.2 Career Readiness Project Fall 2018
- Criterion 5.A.2 Career Readiness Project Fall 2019
- Criterion 5.A.2 Career Readiness Project Summer 2019
- Criterion 5.A.2 Faculty Activity Database.pdf
- Criterion 5.A.2 Faculty Survey of Student Engagement (FSSE) Website
- Criterion 5.A.2 First Destination Surveys.pdf
- Criterion 5.A.2 Office of Institutional Research.pdf
- Criterion 5.A.2 Office of Sponsored Programs
- Criterion 5.A.2 Office of Sponsored Programs Annual Report.pdf
- Criterion 5.A.2 Survey Results NSSE FSSE and BCSSE
- Criterion 5.A.2 Sycamores Care.pdf
- Criterion 5.A.2 University College
- Criterion 5.A.3 February 21 2020 Board of Trustees Meeting.pdf
- Criterion 5.A.3 Tobacco Free Task Force Report
- Criterion 5.B.3 Board of Trustees Finance Committee.pdf
- Theres More to Blue Strategic Plan Strategies and Goals

## 5.B - Core Component 5.B

---

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

---

#### Effective Operations

Indiana State University's operational staff are sufficiently qualified and trained to support its operations. The University employs a total of 1,614 full-time equivalent (FTE) faculty and staff. This number includes 551 faculty FTE and a total of 1,063 non-instructional FTE, as detailed in the [2019 Staffing Report](#).

The Office of Human Resources, in partnership with the [Equal Opportunity and Title IX Office](#), is responsible for the [confirmation of qualifications](#) of all employees. Search committee members are [trained](#) about the process, expectations, and laws and policies such as those related to Affirmative Action. Reference checks and performance verification are performed on all new hires to ensure verification of the applicant's background as described in Chapter 7 of the [Faculty and Staff Hiring Manual](#). This manual was developed by employment staff to more effectively assist hiring managers in conducting an effective search. New University staff attend the [Employee Orientation Program](#), which is managed by the training and development team and scheduled upon hire. All new employees review the [University Policy Library \(Section 500\)](#), which describes the history, administrative organization, and the policies and procedures that govern operations of the University. This section includes the [Faculty and Staff Principles of Conduct \(Section 501.1\)](#), which establishes the standards and expectations of employees.

The [Training and Professional Development](#) area of Human Resources is committed to the success of all ISU employees by providing services to support, promote, and enhance career development. These [services include](#) various University-designed programs as well as access to web-based courses powered by Skillsoft. Skillsoft houses all required new employee training, student certification, and other co-curricular assessments. Some faculty use the content to augment coursework and many employees use the tool for personal development. Between July and December 2019, there were 5,724 recorded usages of Skillsoft instruction, 357 employees attended diversity and leadership training, and 373 earned certifications in leadership or supervision (see 3C for a detailed table). The goal is to provide learning opportunities that assist in the continued growth of the University by maximizing the performance of individual ISU employees, teams and departments.

Indiana State has a comprehensive technological infrastructure to support its operations and programs wherever and however delivered. The University has [104 centrally-scheduled, classrooms](#) supported by the Office of Information Technology (OIT), as well as 10 distance education classrooms, and 47 classroom labs. Students, faculty, and staff are supported by a wireless network in all buildings on campus, including residence halls. Indiana State has institutionally-supported [refresh budgets](#) for centralized classroom technology, classroom labs, and our campus network. Refresh plans adhere to industry standards, with classroom components refreshed from four to seven years, and lab computers refreshed on a two- to four-year cycle. OIT evaluates its services in several ways, including [customer satisfaction surveys \(results\)](#), which are sent for 25% of service requests, with unsatisfactory results discussed upon receipt within the appropriate unit. Elements of the overall results are analyzed as outlined in the [OIT Metrics Reporting and Management Grid](#). Results are reported quarterly to campus as standard [performance metrics](#).

Indiana State requires students to have a laptop, and recently moved from a laptop scholarship offer based on [academic performance](#) to a revised program that offers a [Sycamore Technology Award](#) to incoming freshmen who are eligible for Pell Grants to ensure they have the technology they need. Technology support is provided to students, faculty and staff on campus in our [Technology Support Center \(TSC\)](#), which provides [student technology resources](#), [wireless services](#), [Eduroam](#), and [technology for teaching and learning](#). A [secure wireless network](#) is available in all campus and many outdoor spaces for students, faculty, and staff through university login. An [open wireless network](#) is available for guests. For students, the TSC offers some hardware repair, problem analysis and resolution of software and hardware issues, and assistance with the use of Blackboard and other teaching and learning tools. The TSC is open into the evening and the call center is open on Sundays in particular to support non-traditional and distance students and faculty.

OIT also supports the current learning management system (Blackboard). Robust support and [mandated faculty use of Blackboard](#) (Section 310.1.5) greatly facilitated the rapid transition to remote learning as a response to COVID-19. A team of four designers from [Instructional Design Services](#) provides support to faculty for online and face-to-face courses, using a Quality Matters framework. The instructional design team hosts a [repository for video and audio recordings](#) made by faculty to augment materials offered in Blackboard. This team also offers an [Online Instructor Certificate Course](#) and other training to instructors who want to improve their skills, in conjunction with the Faculty Center for Teaching Excellence.

The Indiana State University campus covers over 300 acres and contains 80 buildings totaling over 4.8 million square feet, as detailed in the building information (page II-3) and grounds maintenance (page X-1) sections of the [Facilities Management Annual Report](#). In the past 10 years [major capital projects](#) approximating \$400 million have been completed, with over 40 capital projects currently in planning or construction phases. The University's [2009 Campus Master Plan](#) outlined goals for the physical development of campus that coincided with its strategic goals as described on page 2-3. Those goals included meeting functional needs of academic programs, improving student housing options and providing competitive athletic facilities. Many of these goals have been supported by the realization of a number of projects, including the relocation, renovation, and the 2010 dedication of the [Scott College of Business](#), the [renovation of Normal Hall](#) to house the Center for Student Success, the completion of the new [Gibson Track and Field Complex](#) and the completion of the [College of Health and Human Services](#) expansion and renovation. The University has also invested significant resources in the renovation of seven residence halls and construction of one new residence hall over the past 10 years to provide more market-friendly housing options to prospective students. The [2016 Campus Master Plan](#) (CMP) was updated to build upon the vision of the 2009 plan. A project

currently underway, as described in the 2016 plan, is the renovation of [Hulman Center](#) (CMP page 3-8), the University's multi-purpose basketball arena. The renovation of the [Fine Arts and Commerce Building](#) (CMP page 3-4) was recently completed, as was phase two of the College of Health and Human Services (CMP page 3-4). A [renovation of Dreiser Hall](#) (CMP page 3-4) will begin in fiscal year 2021.

The University's [2017 Deferred Renewal Study](#), which details specific needs for individual buildings and systems, demonstrates that ISU has reinvested in academic buildings by addressing approximately 22% of deferred renewal since 2013 as noted on page 3. This plan informs the decisions for facility replacements and upgrades on an annual basis, and is updated every 2-3 years. In 2014, ISU implemented an online maintenance management system, which receives over 4,500 requests per year, to improve the efficiency of maintenance requests ([Facilities Management Annual Report](#) page III-4).

### **Mission Support**

The goals emphasized in [Indiana State University's mission](#) statement (experiential learning, community engagement, career readiness, and inclusive excellence) directly align with the division of the [University's organizational structure](#) and the allocation of resources as evidenced by its [fiscal year 2019 financial report \(note 14, page 45\)](#). These goals are embedded in the University's strategic plan, "[There's More to Blue](#)," which also has been supported budgetarily as detailed in the [Strategic Plan Budget](#). Likewise, the [Indiana State University Foundation's mission](#) supports the institution's goals through the raising of private dollars to advance priorities established by University leadership. The Indiana State University Foundation's [Investment Policy Statement - Endowment Funds](#) also ensures prudent investment and oversight of the endowment.

Since the adoption of "The Pathway to Success" strategic plan in fall 2009 and the subsequent "There's More to Blue" plan in fall 2016, several significant structural changes have been made to support the institution's goals and mission. The first is the creation of the University College, outlined on page 58 of the [May 2012 Board of Trustees minutes](#), to help first-year students succeed through quality advising and instruction and collaboration with other campus units. A second major change took place in 2015 when the [Division of University Engagement](#) was created to support the institution's goals of incorporating experiential learning and community engagement into every student's experience through the Center for Community Engagement, the Business Engagement Center, and the Career Center and to provide programming and services to prepare students to become productive citizens through programs such as the American Democracy Project. Indiana State has had both [state recognition](#) and [national recognition](#) for its community engagement activities and for its [student voting advocacy](#) efforts. These efforts are further supported by the [Michael Simmons Student Activity Endowment Fund](#) established in 2013 and the [Caroline C. Howe and Todd A. Osburn Career Professional Readiness Fund](#).

The [Faculty Center for Teaching Excellence](#) was established in fall 2013 to support curricular transformation and teaching innovation to enhance student success. Indiana State's Office of Sponsored Programs assists faculty, staff and students with the pursuit of external funds for research and scholarly activity as demonstrated in the [fiscal year 2019 Sponsored Activity Report](#). The [Center for Student Research and Creativity](#) expands opportunities for students to engage in research and contribute to the world's growing body of knowledge while honing important skills. Indiana State has also retained its commitment to inclusiveness and access to higher education. Since its first year in operation, Indiana State has accepted a diverse group of students and has grown to be the most

diverse residential campus in Indiana with 27% of its student body being minorities ([Fall 2019 Enrollment Summary Report](#)). Indiana State has had one of the longest-running African American studies programs in the nation, and has operated an African American Cultural Center (now known as the [Charles E. Brown African American Cultural Center](#)), since 1972. Today, Indiana State also has an [Office of Multicultural Services and Programs](#) through the Division of Student Affairs. This office includes an International Student Resource Center, the LGBTQ Resource Center, the La Casita Resource Center for Hispanic and Latin cultures, and a Women's Resource Center. An [Office of Equity, Diversity and Inclusion](#) was created in 2016 to provide faculty, staff and student resources to support the University's goal of becoming an inclusive-excellent campus. A [Veterans Resource Center](#) is located on campus and available to all student veterans to find out about services and benefits. In addition, the [Center for Global Engagement](#) provides immigration support and social adjustment counseling to international students at Indiana State, coordinates study abroad opportunities for domestic students, and facilitates faculty exchanges with international educational partners.

Indiana State's commitment to access to higher education is also evidenced by the programs and services provided by the [Center for Student Success](#). Through the Center for Student Success, the University offers [TRIO Student Support Services](#) to first-generation and low-income students and students with learning or physical disabilities through the federal TRIO program. As per the [Fall 2018/Spring 2019 Bachelor Degree Recipient Analysis](#), Indiana State has both a large number of Pell eligible degree recipients and a large population of 21st Century Scholar degree recipients, an [Indiana program for low-income students](#).

## **Budget**

Indiana State University has a well-developed process in place for budgeting and for monitoring its finances. The Senior Vice President for Finance and Administration/University Treasurer, in collaboration with the President, Provost and other division Vice Presidents, is responsible for the annual budget development and administration, subject to [approval by the University's Board of Trustees](#). The [University Budget Office](#) is responsible for the implementation, and control of all University operating budgets based upon allocations approved through appropriate academic and administrative processes. The budget processes are described in detail within the [Indiana State University Budget Guide](#).

Indiana public institutions prepare and present capital and operating [state budget requests](#) every biennium based on guidelines issued by the Indiana Commission for Higher Education and the State Budget Agency. The Indiana Commission for Higher Education uses a performance funding formula that includes degree completion and progression point metrics. The biennium budget request also includes requests for debt service and special line items and capital related requests. See [Summary of Indiana Higher Education Funding Process](#) for more information.

The University's Finance and Administration Division includes purchasing, accounts receivable, accounts payable, financial reporting, tax compliance and other centralized services to the campus as listed on the [Division's organizational chart](#). This division produces annual reports ([FY18 example](#)). These areas are responsible for implementing and monitoring procedures to ensure compliance with University policies and Federal and State laws and regulations. The University has an [Internal Auditing](#) function with the responsibility of providing objective analysis of the activities reviewed.

The Indiana State University Board of Trustees review Investment Performance, Revenue & Expense Summary and Purchasing reports at each board meeting (examples: [Feb 22, 2019](#), [Dec 12, 2019](#), [Oct 12, 2018](#), [Feb 24, 2017](#), [Dec 16, 2016](#)). In addition, the [Board of Trustees Finance Committee](#), which meets in conjunction with the regular Board of Trustees meeting, is responsible for safeguarding and monitoring the University's financial stability and long-term economic health.

## **Fiscal Responsibility**

Indiana State University has sufficient fiscal resources to ensure that its educational purposes are achieved. The University's [Fiscal Year 2019 Audited Financial Report](#) demonstrates consistent revenue streams and net position growth. The University has a total net position of \$490.3 million and has recognized growth in net position over the last three fiscal years of \$53 million (see Statement of Net Position on page 22). Fiscal year 2019 assets totaled \$828.1 million and liabilities totaled \$330.1 million. The University has a diverse stream of revenues and continues to aggressively seek funding from all possible sources consistent with its mission. The three major revenue sources for the University are state appropriations, tuition and fees and revenue from auxiliary services. The University has experienced significant tuition revenue increases over the past 10 years due to enrollment growth. Comparatively, net tuition revenue was \$44.4 million in FY2010, as shown in the [Fiscal Year 2010 Audited Financial Report](#) (page 22) and \$65.9 million in FY 2019, as shown in the [Fiscal Year 2019 Audited Financial Report](#) (page 23). An enrollment decline is reflected on the [Fiscal Year 2017 Audited Financial Report](#) (page 15), the [Fiscal Year 2018 Audited Financial Report](#) (page 15) and the Fiscal Year 2019 Audited Financial Report (page 15). The University has been addressing this shortfall with a budgeted reserve as well as the Strategic Enrollment Management effort as addressed in Section 5.C.5. The University's [FY19 Composite Financial Index Analysis](#) demonstrates that the University's CFI has remained in the range of between approximately 2 to 4, with an average of 3.5 over the last nine years.

The majority of the University's budget is allocated toward educational purposes, with 55.4% of the fiscal year 2019-2020 budget designated for academic affairs and 2.3% for student affairs as outlined on page ten of the most recent [General Fund, Student Activity, Auxiliary and Line Items Budgets report](#). Budgets for auxiliary functions are designed to be self-supporting, with a majority of revenue derived from sales and services to students or external constituencies. Grant funds and other funds received from external parties designated for a particular activity are segregated from the University operating budget.

Indiana State's sound financial status is also evidenced through its ratings by [Moody's](#) and [Fitch](#). In June 2019, Moody's Investors Service Credit Opinion reflected an assigned rating of A1 (very good credit quality) and Fitch Ratings Notice of Rating Action reflected an assigned AA- rating with a stable rating outlook in May 2018, as shown on pages one and three, respectively, on the provided ratings letters.

## **Sources**

---

- Criterion 1.A Theres More to Blue Strategic Plan Update 2018
- Criterion 1.B.1 2017-18 Finance and Administration Annual Report
- Criterion 2.A Board of Trustees Approval of Operating Budgets.pdf

- Criterion 3.C Human Resources Professional Development
- Criterion 3.D Campus Teaching Spaces
- Criterion 3.D Eduroam Access for Switch to Remote Learning
- Criterion 5.B Center for Student Success
- Criterion 5.B EVerify and I9
- Criterion 5.B Fine Arts Building Rededication
- Criterion 5.B Information to the Board of Trustees Dec 13 2019
- Criterion 5.B Information to the Board of Trustees Dec 16 2016
- Criterion 5.B Information to the Board of Trustees Feb 24 2017
- Criterion 5.B Information to the Board of Trustees Oct 12 2018
- Criterion 5.B ISU Open Wireless
- Criterion 5.B ISU Secure Wireless
- Criterion 5.B Laptop Academic Merit Scholarship
- Criterion 5.B Laptop Scholarship and Rental Programs
- Criterion 5.B New Employee Orientation
- Criterion 5.B OIT Satisfaction Survey 2016
- Criterion 5.B.1 2009 Campus Master Plan.pdf
- Criterion 5.B.1 2016 Campus Master Plan.pdf
- Criterion 5.B.1 2017 Deferred Renewal Study.pdf
- Criterion 5.B.1 2019 Staffing Report.pdf
- Criterion 5.B.1 College of Health and Human Services.pdf
- Criterion 5.B.1 Customer Satisfaction Survey
- Criterion 5.B.1 Employee Orientation Program.pdf
- Criterion 5.B.1 Equal Opportunity and Title IX Office
- Criterion 5.B.1 Facilities Management Annual Report.pdf
- Criterion 5.B.1 Faculty and Staff Hiring Manual.pdf
- Criterion 5.B.1 Faculty and Staff Principles of Conduct
- Criterion 5.B.1 Fine Arts and Commerce Building.pdf
- Criterion 5.B.1 Gibson Track and Field Complex.pdf
- Criterion 5.B.1 Hulman Center.pdf
- Criterion 5.B.1 Instructional Design Services.pdf
- Criterion 5.B.1 Major Capital Projects.pdf
- Criterion 5.B.1 Office of Human Resources.pdf
- Criterion 5.B.1 OIT Metrics Reporting and Management Grid
- Criterion 5.B.1 Online Instructor Certificate Course.pdf
- Criterion 5.B.1 Performance Metrics.pdf
- Criterion 5.B.1 Refresh Budgets
- Criterion 5.B.1 Renovation of Dreiser Hall.pdf
- Criterion 5.B.1 Renovation of Normal Hall.pdf
- Criterion 5.B.1 Repository for Video and Audio Recordings.pdf
- Criterion 5.B.1 Scott College of Business.pdf
- Criterion 5.B.1 Student Technology Resources.pdf
- Criterion 5.B.1 Sycamore Technology Award.pdf
- Criterion 5.B.1 Technology for Teaching and Learning.pdf
- Criterion 5.B.1 Technology Support Center.pdf
- Criterion 5.B.1 Training and Professional Development.pdf
- Criterion 5.B.1 University Policy Library Chapter 500.pdf
- Criterion 5.B.1 Wireless Services.pdf
- Criterion 5.B.2 2018/19 Bachelor Degree Recipient Analysis.pdf

- Criterion 5.B.2 21st Century Scholars.pdf
- Criterion 5.B.2 Caroline C Howe and Todd A Osburn Career Professional Readiness Fund.pdf
- Criterion 5.B.2 Center for Global Engagement.pdf
- Criterion 5.B.2 Center for Student Research and Creativity.pdf
- Criterion 5.B.2 Center for Student Success.pdf
- Criterion 5.B.2 Charles E Brown African American Cultural Center.pdf
- Criterion 5.B.2 Division of University Engagement.pdf
- Criterion 5.B.2 Faculty Center for Teaching Excellence.pdf
- Criterion 5.B.2 Fall 2019 Enrollment Summary Report
- Criterion 5.B.2 Fiscal Year 2019 Financial Report.pdf
- Criterion 5.B.2 Fitch Ratings Notice of Rating Action.pdf
- Criterion 5.B.2 FY 2019 Sponsored Activity Report.pdf
- Criterion 5.B.2 Indiana State University Foundation Mission.pdf
- Criterion 5.B.2 Indiana State University Mission.pdf
- Criterion 5.B.2 Investment Policy Statement Endowment Funds.pdf
- Criterion 5.B.2 May 2012 Board of Trustees Minutes.pdf
- Criterion 5.B.2 Michael Simmons Student Activity Endowment Fund.pdf
- Criterion 5.B.2 Moodys Investors Service Credit Opinion.pdf
- Criterion 5.B.2 National Recognition.pdf
- Criterion 5.B.2 Office of Equity Diversity and Inclusion.pdf
- Criterion 5.B.2 Office of Multicultural Services and Programs.pdf
- Criterion 5.B.2 Office of Sponsored Programs.pdf
- Criterion 5.B.2 State Recognition.pdf
- Criterion 5.B.2 Strategic Plan Budget.pdf
- Criterion 5.B.2 Student Voting Advocacy.pdf
- Criterion 5.B.2 Theres More to Blue.pdf
- Criterion 5.B.2 TRIO Student Support Services
- Criterion 5.B.2 University College.pdf
- Criterion 5.B.2 University Organizational Structure.pdf
- Criterion 5.B.2 Veterans Resource Center.pdf
- Criterion 5.B.3 Board of Trustees Finance Committee.pdf
- Criterion 5.B.3 Division Organizational Chart.pdf
- Criterion 5.B.3 February 2019 Board Minutes.pdf
- Criterion 5.B.3 Finance and Administration Division.pdf
- Criterion 5.B.3 Internal Auditing.pdf
- Criterion 5.B.3 ISU Budget Guide.pdf
- Criterion 5.B.3 State Budget Requests.pdf
- Criterion 5.B.3 Summary of Indiana Higher Education Funding Process.pdf
- Criterion 5.B.3 University Budget Office.pdf
- Criterion 5.B.4 FY 2010 Audited Financial Report.pdf
- Criterion 5.B.4 FY 2017 Audited Financial Report.pdf
- Criterion 5.B.4 FY 2018 Audited Financial Report.pdf
- Criterion 5.B.4 FY 2019 Audited Financial Report.pdf
- Criterion 5.B.4 FY19 Composite Financial Index Analysis.pdf
- Criterion 5.B.4 General Fund, Student Activity, Auxiliary and Line Items Budgets Report
- Search Committee Training Agenda
- Theres More to Blue Strategic Plan Strategies and Goals

## 5.C - Core Component 5.C

---

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

---

#### Resource Alignment with Mission

The institution aligns its [budget](#) with the four pillars in the strategic plan: experiential learning, community engagement, career readiness and inclusive excellence, as well as the core mission of teaching and the creation of knowledge. The budget planning and allocation process promotes the integrity of funding for current and future plans to support instruction, facilities, ([Campus Master Plan](#)), technology, departments, and auxiliary services. The institutional budget is administered by the President and Senior Vice President for Finance and Administration along with the [University Budget Committee](#) (Policy Library Section 170.13). [The Board of Trustees Finance Committee](#) (Policy Library Section 125.2.2) discusses and ultimately approves financial matters including but not limited to academic program and course fees (BOT minutes [Feb 2018](#), [Feb 2019](#)), housing rates, institutional budget planning assumptions, tuition, fees, and operating budgets (BOT minutes [June 2019](#), [May 2018](#)).

The [Office of Sponsored Programs](#) and Chief Research Officer financially support resources for faculty, staff, and students to not only conduct research but also ensure ongoing regulatory compliance, find grant opportunities, and submit proposals with internal approvals. Internal grants support [scholarship](#), [the arts](#), and the [dissemination of research](#). OSP also supports faculty in [finding](#), applying for, and maintaining external funding opportunities. To ensure the integrity of scholarly activities, OSP also maintains the CITI Program, a research ethics training portal, and IRBNet, an electronic portfolio solution to support the review and archival of research integrity protocols.

To further support knowledge creation, ISU also provides compliance and integrity resources/support in the form of research integrity committees. These include [Institutional Review Board](#), [Institutional Animal Care and Use Committee](#), and [Institutional Biosafety Committee](#), among others. These committees support, expand, and enhance ISU efforts to engage the campus community, conduct innovative and game-changing research, and ensure continual ongoing compliance (applying federal

regulations consistently to ISU research, including [Title 45 CFR Part 46](#), as well as [internally developed policies and procedures](#)). Evidence of research goals and key performance indicators (metrics) used to support planning activities are illustrated in the [Office of Sponsored Programs Annual Report 2017-18](#).

[Unbounded Possibilities](#) (Goal 4 of the strategic plan) was a [5-year \\$5M funding initiative](#) to address community and societal needs and enhance student experiential learning. The goal of this program was to create interdisciplinary teams to address real challenges in our communities. Internal members of the ISU community as well as external members of the academic community were on the panel that reviewed the projects. These centers, financially supported in part by the Office of Sponsored Programs as well as Indiana State University Foundation, were charged to develop a distribution of subvention funding from recovered indirect costs and continue to support a campus research culture of cross-cutting collaboration and community engagement. Eight Unbounded Possibilities proposals were selected to advance and support ISU's research identity, diversity, partnerships, and educational experiences for faculty, staff, and students. As an example, the [Center for Genomic Advocacy](#) supports biological and genomic research, highlighting academic research opportunities and networking; the [Community School for the Arts](#) continues to build on ISU's commitment to public service, community engagement, and creative activities. Both centers continue to be self-sustaining while engaging researchers and the greater campus community. Although Unbounded Possibilities is no longer a program, it produced two distinct programs which are self-sustaining.

To ensure our resources are used effectively in the academic enterprise, the [Pathway to Retention and Student Success 2012-2017](#) strategic enrollment management (SEM) initiatives were defined and enacted. The purpose of this planning group was to seek to better focus curricular and co-curricular efforts to improve student achievement, and therefore retention and graduation performance objectives. SEM continues to operate with changes to the structure and operation. Currently the [Strategic Enrollment Management Committee members](#) represent all facets of the university. Led by a new position, [Vice Provost for Enrollment Management](#), the group synthesizes data and proposes recommendations through its structure. The latest SEM work has also developed a [college process](#) to develop and support initiatives that are mapped to the college's and institution's mission and goals as well as its role in recruiting and retaining students. [These ideas are vetted through a process that, if approved, is endorsed by SEM](#) and presented to the President's Cabinet. This process provides thoughtful interaction at each level with data.

Along with SEM, the Assessment function at ISU plays a role linking the process of student learning with operations, planning and budgeting. With a commitment to continuous improvement in all areas, ISU established an [Assessment Council](#) composed of representatives from all divisions. As one of its [guiding principles](#), ISU is committed to a culture of continuous improvement through a process of gathering, interpreting and using information to improve student achievement and support services.

## **Institutional Planning**

Indiana State University regularly engages with governance (students, faculty, and staff) to conduct short and long range planning to accomplish its mission. Strategic planning documents such as [There's More to Blue, the work on the revised mission, vision, and values statements](#), and the [ISU Campus Master Plan 2016](#) are evidence of broad influence of internal constituents. Below are examples of how planning is conducted and influenced by the multiple constituencies:

- Leadership of governance and key administrators sit on the [President's Council](#). This group hears about and contributes to broad planning activities and initiatives ([sample agenda](#)).
- The [Center for Community Engagement](#) is the "front door" to engagement with ISU and its resources. The purpose of this center is to provide students an opportunity to work in a community setting along with providing organizations access to ISU resources. Students, faculty, and staff serve in leadership capacities in many community organizations such as United Way, Community Garden, and others.
- ISU has partnered with [Wabash Valley Art Spaces](#) to improve the quality of life in the Wabash Valley through public art. The University joins with WVAS to plan public art work for installation on campus and members of the University community serve on its board.
- The University Budget Office, a department within the Division of Finance and Administration is a service unit with a primary mission of service to the University and state officials. The office directs all of its efforts toward assisting academic and administrative units in accomplishing their respective core missions of instruction, research, and public service. The office is responsible for the development, implementation, and control of all University budgets based upon allocations approved through appropriate academic and administrative processes. The budget consists of funding from operating, auxiliary, student service, and line-item budgets. In addition, capital budgets are maintained for renovation and major new building projects. The University Budget Office, in conjunction with State Governmental Relations, is responsible for the development of the state biennial capital and operating budget requests. The University Budget Office also supports the Office of State Governmental Relations in advancing the University's need for state support.
- The institutional budget is administered by the President and Senior Vice President for Finance and Administration along with the University Budget Committee. The purpose of the [University Budget Committee](#) (Section 170.13) is to advise and counsel the President on budget policy and the determination of funding priorities including the establishment of budgetary guidelines consistent with the overall strategic plan of the University.
- The Office of Information Technology is the campus leader in identifying, implementing and supporting technologies, services, and practices that support the strategic priorities and daily operations of ISU. OIT works with all ISU constituents to plan ([2017-20 plan](#), [2020-22 plan](#)), promote innovation, foster the growth and success of students, and support faculty and staff.

A key factor to institutional resources is student enrollment. Academic Affairs, through the previous Office of Student Success and the current Office of Enrollment Management and the SEM Council, complete and share environmental scans ([Fall 2019 Open Campus Presentation](#)) with the campus community to assist all in planning for how the university must move forward given multiple factors impacting enrollment, retention, and degree completion. These environmental scans include collecting and analyzing data from a variety of sources in order to answer two questions: 1) Based on our environment, what are the areas of opportunity for ISU's enrollment? and 2) How can we best prepare students for academic success, knowing that preparation is a significant issue for our students? In Spring 2019, teams were formed tasked with strengthening enterprise-wide enrollment management activities. These teams will focus on the following key areas: [Aid leveraging](#), [Process improvement](#), [Data Analytics and Forecasting](#), [Recruitment](#), [Retention](#). A smaller SEM team was dispatched to work with each college on identifying enrollment management initiatives.

The performance of the university is well documented in many reports generated across campus, on assessment, student data, faculty and staff reports, research, accountability, internal audit, engagement, etc. Blue Reports is a campus information gateway to the data warehouse and business intelligence solution, and it provides dashboards with trend data for both operational and strategic

data. Employee performance is also regularly assessed in the [annual staff evaluations](#) using goals and objectives. Regular [reviews](#) (Section 305.3) of the faculty are completed, including post-tenure review. Having this wealth of information available makes it easier to assess operations and outcomes.

The university has operated under a strategic plan since 2009. [Pathway to Success](#) lasted through 2016. [There's More to Blue](#) Strategic Plan followed in 2016, and this plan was [updated](#) again in 2018. In every plan there were well defined measures to track performance and effectiveness. Stakeholder meetings were held once a year as were a public presentation of the status of the plan. Key indicators were [presented](#) by the president to the University, Board of Trustees, and other external stakeholders.

## COVID-19 Response

Spring 2020 brought unprecedented challenges to higher education. The combination of the pandemic and rapid economic downturn forced quick and often painful decisions. It also brings into sharp relief the planning abilities and effectiveness of prior planning and shared governance. On March 12, 2020, the [announcement](#) was made that effective March 16, classes would move online. On March 12, the Faculty Center for Teaching Excellence and instructional design team had created a [resource](#) to help faculty pivot. A [webpage](#) was generated to provide quick and timely information, and it continues to evolve with information. Students were given a [resource](#) to help them navigate online courses. Department chairs were added to all course Blackboard sites to be able to assist faculty if needed. Faculty Senate [moved to meet during the summer](#) so governance could continue and input would be received from faculty. The FCTE changed its summer professional development offerings to [focus on new models of teaching](#) in this environment. Like so many other institutions, we pivoted to a [virtual commencement](#). Faculty were provided the opportunity to [extend their promotion and tenure clock](#) by one year. The Office of Registration and Records is maintaining a [log of all academic-oriented decisions](#) (such as student options for [S/U grades](#), [temporary changes to transfer credit](#) and [academic dismissal](#)) and rationales to be able to document student records and provide background if needed further into the future.

## Sources

---

- Criterion 1.A There's More to Blue Strategic Plan Update 2018
- Criterion 1.A.1 2019-20 MVV Discussions.pdf
- Criterion 1.A.3 There's More to Blue Strategic Plan Goal 1 Benchmarks
- Criterion 2.A August 2018 Presidents Council Retreat Agenda
- Criterion 2.A Presidents Council
- Criterion 5.C 2016 Campus Master Plan.pdf
- Criterion 5.C Board of Trustees Approval of Fees Feb 22 2019
- Criterion 5.C Board of Trustees Approval of Fees Feb 23 2018
- Criterion 5.C Board of Trustees Approval of Operating Budgets AY 18 19
- Criterion 5.C Board of Trustees Approval of Operating Budgets AY 19 20
- Criterion 5.C Break the Glass Document
- Criterion 5.C Changes to Academic Dismissal Policy COVID19
- Criterion 5.C Changes to Transfer of Courses COVID19
- Criterion 5.C Converting Courses to Online
- Criterion 5.C Covid Website

- Criterion 5.C Covid Website Student Resources
- Criterion 5.C Extension of Tenure Promotion Timeframe
- Criterion 5.C Faculty Reprints and Publications Form
- Criterion 5.C FCTE Summer 2020 Professional Development
- Criterion 5.C Fiscal Year Budget 2019 20
- Criterion 5.C ISU Moves to Remote Instruction
- Criterion 5.C ISU Policies Regarding Human Subjects Research
- Criterion 5.C ISU Virtual Commencement 2020
- Criterion 5.C OSP Internal Funding
- Criterion 5.C S U Grade Policy
- Criterion 5.C Spring 2020 Log of COVID19 Changes
- Criterion 5.C Staff Performance Evaluation
- Criterion 5.C Unbounded Possibilities
- Criterion 5.C University Arts Endowment Committee Internal Funding Request
- Criterion 5.C University Research Committee Grants
- Criterion 5.C University Research Committee Publications Grant
- Criterion 5.C Wabash Valley Art Spaces Partnership
- Criterion 5.C.1 Budget Planning Process.pdf
- Criterion 5.C.1 Center for Genomic Advocacy.pdf
- Criterion 5.C.1 CITI Program.pdf
- Criterion 5.C.1 Code of Federal Regulations.pdf
- Criterion 5.C.1 Community School for the Arts.pdf
- Criterion 5.C.1 General Fund Student Services Auxiliary and Line Item Budgets 2
- Criterion 5.C.1 Institutional Animal Care and Use Committee
- Criterion 5.C.1 Institutional Biosafety Committee.pdf
- Criterion 5.C.1 Institutional Review Board.pdf
- Criterion 5.C.1 IRBNet.pdf
- Criterion 5.C.1 Meeting Agendas.pdf
- Criterion 5.C.1 Office of Information Technology IT Plan 2017-2020
- Criterion 5.C.1 Office of Information Technology IT Plan 2020-2022
- Criterion 5.C.1 Office of Sponsored Programs Annual Report 2017-18.pdf
- Criterion 5.C.1 Office of Sponsored Programs Research Enterprise.pdf
- Criterion 5.C.1 Pathways to Success 2009-2016.pdf
- Criterion 5.C.1 Pivot.pdf
- Criterion 5.C.1 Quality Initiatives Proposal HLC Approval.pdf
- Criterion 5.C.1 Quality Initiatives Proposals to HLC.pdf
- Criterion 5.C.1 State Budget Request.pdf
- Criterion 5.C.1 Theres More to Blue Strategic Plan Fall 2018
- Criterion 5.C.1 Theres More to Blue Strategic Plan Fall 2018 2
- Criterion 5.C.1 Theres More to Blue Strategic Plan Fall 2018 3
- Criterion 5.C.1 Unviersity Budget Committee
- Criterion 5.C.2 A Commitment to Continuous Improvement
- Criterion 5.C.2 Assessment Council
- Criterion 5.C.2 Assessment Results.pdf
- Criterion 5.C.2 Closing the Loop.pdf
- Criterion 5.C.2 College Planning Documents Strategic Plans and Enrollment Goals.pdf
- Criterion 5.C.2 Organizing Framework
- Criterion 5.C.2 SEM Beginning in Pathway to Retention and Student Success 2013-2017
- Criterion 5.C.2 SEM College Process

- Criterion 5.C.2 Strategic Enrollment Management Committee Members
- Criterion 5.C.2 Strategic Enrollment Management Tools and Processes
- Criterion 5.C.2 The Guiding Principles
- Criterion 5.C.2 Vice Provost for Enrollment Management Profile
- Criterion 5.C.3 ABET and Other Professional Accreditation.pdf
- Criterion 5.C.3 Advisory Boards.pdf
- Criterion 5.C.3 Center for Community Engagement - Community Members
- Criterion 5.C.3 Division of Student Affairs Student Advisory Board.pdf
- Criterion 5.C.3 Faculty Senate.pdf
- Criterion 5.C.3 ISU Master Plan 2009.pdf
- Criterion 5.C.3 Makeup of ISU Board of Trustees (Student Member)
- Criterion 5.C.3 Nationally No 1 in Public Service by The Washington Monthly.pdf
- Criterion 5.C.3 Office of Information Technology.pdf
- Criterion 5.C.3 Pathways to Retention and Student Success.pdf
- Criterion 5.C.3 President Search.pdf
- Criterion 5.C.3 SEM Teams and Subcommittees.pdf
- Criterion 5.C.3 Staff Council.pdf
- Criterion 5.C.3 Strategic Plan Stakeholders Meeting.pdf
- Criterion 5.C.3 Student Government Association.pdf
- Criterion 5.C.3 Theres More to Blue Strategic Plan Fall 2018.pdf
- Criterion 5.C.4 BOT Strategic Plan.pdf
- Criterion 5.C.4 Division of Finance and Administration.pdf
- Criterion 5.C.4 Enrollment Projections.pdf
- Criterion 5.C.4 Environmental Scan.pdf
- Criterion 5.C.4 Mission Vision and Values.pdf
- Criterion 5.C.4 OIT Quarterly Metrics Report.pdf
- Criterion 5.C.4 SEM Environmental Scan
- Criterion 5.C.4 Setting the Stage for SEM Environmental Scan
- Criterion 5.C.4 Strategic Enrollment Management Tools and Processes
- Criterion 5.C.4 Strategic Plan Key Performance.pdf
- Criterion 5.C.4 Strategic Plan October 2018.pdf
- Criterion 5.C.4 University Budget Committee
- Criterion 5.C.5 Enrollment Projections.pdf
- Criterion 5.C.5 Environmental Scan Update Fall 2019.pdf
- Criterion 5.C.5 Office of Information Technology IT Plan 2017-2020
- Criterion 5.C.5 Office of Information Technology IT Plan 2020-2022
- Criterion 5.C.5 Pathways to Retention and Student Success.pdf
- Criterion 5.C.5 Pathways to Success Strategic Plan 2009-2016.pdf
- Criterion 5.C.5 SEM Update Spring 2019
- Criterion 5.C.5 Theres More to Blue Strategic Plan.pdf
- Criterion 5.C.6 Update on Strategic Plan Key Performance Indicators and Targets
- Division 5.C.4 Senior Vice President for Finance and Administration
- Theres More to Blue Strategic Plan Strategies and Goals

## **5.S - Criterion 5 - Summary**

---

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### **Summary**

---

*There is no argument.*

### **Sources**

---

*There are no sources.*