Chapter 1

Criterion 1: Mission & Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

IU East is mission driven. Indiana University East has dramatically evolved in the last ten years partly as a result of the development of a statewide community college, but more importantly because of the changing needs of the region and the face of higher education generally. As a regional campus of Indiana University, it is essential that each of our changes in mission serves local needs, but also be consistent with the mission of Indiana University as a whole and the definition established by the Indiana Commission on Higher Education. (Policy on Regional Campus Roles and Missions) Therefore, each of the changes in campus mission, after local discussion and approval, has ultimately been reviewed and approved by the President and the Board of Trustees of Indiana University.

Prior to 2002, IU East’s mission was to provide two-year degrees and developmental instruction with a limited number of baccalaureate offerings. This began to change toward the end of the 1990s and the early 2000s with the Indiana Commission of Higher Education’s re-definition of regional campuses as no longer being a major provider of associate degrees and developmental instruction.

In 2004 and before, the mission statements of all regional campuses of Indiana University were essentially the same. This reflected former IU President Tom Ehrlich’s (1987-94) philosophy that Indiana University is “one University with eight front doors” (representing the eight campuses of the University). In 2004, then President Herbert began the Mission Differentiation Project. The purpose of this project was to acknowledge that the individual campuses of the University serve different missions. In practice, that was certainly true for IU East by that time. (Mission Differentiation Report) The faculty at Indiana University East began drafting a new mission statement in Fall 2004, and the Indiana University Board of Trustees adopted a revised version for our campus mission in November of 2005. This mission included the addition of selected masters but also showed a reluctance at the time to give up the associate’s degrees.

2005 IU EAST MISSION STATEMENT

Indiana University East is a regional campus of Indiana University, serving residents of east-central Indiana and west-central Ohio seeking baccalaureate degrees, selected associate and graduate degrees, and opportunities for life-long learning. Indiana University East focuses on student success by challenging students to grow intellectually and interpersonally in a supportive and scholarly environment. Indiana University East is committed to achieving the goal of the full diversity of the region it serves among its students, faculty and staff and to creating an environment which supports that diversity. Through its commitment to student success and the
In 2007-2008, IU East began the process of developing a new mission for the campus with a new vision that reflected the changing times in the economy of the region and the needs in higher education. After Nasser Paydar was confirmed as the Interim Chancellor of Indiana University East in 2007, he introduced an informal set of priorities at the fall Faculty Retreat in August. Through discussions with the Deans, Advisory Board, faculty, and staff, this list was refined. Specific goals were identified as priorities, and a strategic planning process was developed. This included the revision of the mission; developing a vision; identifying goals, objectives, and action items; and assigning responsibility for carrying out the Strategic Plan. The campus approved the new mission in November of 2009 and the Trustees of Indiana University approved it in February, 2010. (Senate Minutes 11-09) The new statement represented a clear shift in focus to baccalaureate and selected master’s degrees and certificates. Associate degrees were dropped from the mission and, significantly, “online program options” were added. The Trustees’ approval of this mission constituted more than a shift in direction, it was also a vote of confidence in the role that Indiana University East plays in east-central Indiana and west-central Ohio; and, with the inclusion of online programs in the mission, their approval was also an endorsement of our role across the state of Indiana.

Throughout this self-study, the reader will find evidence that this new mission and vision has become the source on which everything that we do is predicated.

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

Mission Documents

While the cornerstone of IU East’s mission is the Mission Statement itself, other documents are key in describing and elaborating on commitments that undergird our role as a university. In the Vision Statement, the Diversity Statement, and the Strategic Plan, Indiana University East’s commitments are made clear and actions are outlined for achieving goals to fulfill those commitments. Together, these pieces constitute our mission documents.

Mission Statement

The foundation of the IU East mission statement is its commitment to providing programs for a defined constituency. The 2010 mission statement represents a significant change in programmatic direction by focusing on bachelor’s degrees, limited master’s programs, and the inclusion of online program options, while eliminating mention of associate’s degrees and opportunities for life-long learning. Still, the mission maintains its original commitments to
creating effective learning environments enhanced by the teaching, research, and creative activity of its faculty; valuing diversity; and contributing to the communities it serves.

**2010 IU EAST MISSION STATEMENT**

Indiana University East, a regional campus of Indiana University, offers residents of eastern Indiana, western Ohio, and beyond a broad range of bachelor's degrees and selected master's degrees and certificates through its traditional main campus in Richmond, off-campus sites, and online program options.

IU East challenges students to grow intellectually and personally in a supportive and scholarly environment where faculty teaching skills and participation in the creation and dissemination of new knowledge and artistic work enhance learning opportunities for all.

IU East values a diversity of backgrounds, experiences, and intellectual perspectives among its faculty, staff, and students and in its contributions to the cultural and economic development of the communities it serves.

**Vision Statement**

From the mission stems a vision which describes the role of the university and its constituencies into the future:

**2010 IU EAST VISION STATEMENT**

Indiana University East Leads the Region as the premier four-year and master’s public institution in eastern Indiana and western Ohio. IU East is both a traditional campus that excels in innovative learning options and a virtual campus with select online degree completion programs. Our customized bachelor’s and master’s programs anticipate the growing needs of citizens in our region, state and nation. We welcome students, faculty, and staff from a wide diversity of backgrounds and cultures.

Our Faculty Leads the Community through their national and international accomplishments. Their teaching/learning innovations and their research, scholarship, and creative activities continue to enrich the citizens of the region, the state, and beyond. Whether teaching online or in the classroom, our faculty is dedicated to creating active learning environments and personalized instruction.

Our Employees Lead the Campus through their commitment to student success and their service to the higher educational needs of the region’s citizenry. Dedicated to a supportive educational environment for our students, all employees focus on ensuring that visitors and students experience a positive and productive atmosphere on campus. Our employees play a major role in sustaining the economic and cultural well-being of the communities they serve. Our collaborative relationships with Ivy Tech Community College, Purdue University College of Technology, and Reid Hospital and Health Care Services enhance the quality of life for all citizens in the region.
Our Students Lead the Future through active engagement in pursuit of their educational goals within an inclusive learning community. Students utilize the expertise of faculty who are committed to student success and who challenge them to reach their full potential as productive citizens in a global society. In preparing for the opportunities of the modern world, our students engage in experiential and international programming, fine and performing arts opportunities, and intercollegiate athletics.

IU East exemplifies the Indiana University tradition of excellence that will propel students, faculty, and community into the challenging decades ahead.

Diversity Statement

Concurrent with the development of the new mission and vision, IU East developed and adopted the following Diversity Statement:

Indiana University East is an inclusive and welcoming campus that recognizes, celebrates and embraces differences and commonalities. This includes, but is not limited to, culture, language, ethnicity, race, religion, political opinion, socio-economic status, ability, sex, gender, gender identity, sexual orientation, veteran status, age and life experience. We are creating a learning and work environment in which people benefit from interaction with one another. At IU East civil rights and civil liberties set the boundaries for respectful discourse and action. As we build an inclusive campus, Indiana University East will continue to engage in dialogue and commit the time, resources and leadership which will aid the continuous growth of respect for human rights of all peoples and cultures through curricular, co-curricular and administrative activities.

Strategic Plan

With the guiding documents of mission, vision, and diversity statements in place, the Chancellor, Executive Vice Chancellor, Deans, and representative faculty and staff began crafting a new Strategic Plan for the campus. The design of the Strategic Plan emerged directly and substantially out of the mission and vision. The goals were organized around four major themes:

- Excellence in Teaching and Learning
- Excellence in Research, Scholarship and Creative Activity
- Excellence in Civic Engagement and Community Involvement
- Excellence in Resource Development

Goals, measurable objectives, and action items were developed in collaboration with the various constituents on the campus to chart a course “aimed at bringing the campus national recognition for excellence in its mission class.” In addition, each of the action items has been assigned to an office, an individual, or set of individuals. A process for following progress on goals, with regular updating is being implemented. (Strategic Plan Review)
Public Dissemination

The mission documents discussed above can be found on the IU East website, on the Chancellor’s page.

Regular news releases provided by the IU East Office of Communications and Marketing highlight events and accomplishments that are illustrative of our mission. Published in local and regional media, these stories serve to remind the public of the impact of Indiana University East in our community and beyond. Weekly faculty and staff newsletters provide links to newspaper articles. Some examples are provided here; though many of the links to archived articles are no longer active, the lists show the types of articles that are picked up by local/regional, university, or student hometown media. (Faculty and Staff Newsletters 7-1-11, 6-9-11, 2-25-11)

Evaluation

Strengths

- There are clear connections between the goals and objectives of the vision and the strategic plan, which emerged out of the mission.
- The strategic plan defines the direction and the actions that the campus will take, identifying the positions and/or the departments that will be responsible for the actions.
- A process for following progress has been established.
- Mission documents are available in their entirety on the Chancellor’s website.
- Frequent news releases present our mission-driven activities to the public.

Opportunity

- The IU East Mission Statement needs to be more widely displayed. Conversations have begun with the Office of External Affairs.
Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Within the campus mission statement, IU East’s commitment to diversity is clearly stated:

*Indiana University East values a diversity of backgrounds, experiences, and intellectual perspectives among its faculty, staff, and students and in its contributions to the cultural and economic development of the communities it serves.*

Fulfillment of this commitment is demonstrated through on-campus initiatives, through community involvements, and through experiences that enhance the understanding of the global nature of society for students, faculty, and staff.

IU East recognizes the benefits of a diverse student body in an age in which global awareness has become a priority. The campus is extremely active in its attempts to promote and encourage diversity on a campus and in a region that tends toward homogeneity. From hiring, to outreach, to curriculum development, to nurturing awareness, IU East maintains a commitment to embracing diversity in all its definitions, including race, gender, sexual orientation, socioeconomic class, ethnic background, and other categories that individuals may self-define.

For nearly 20 years IU East maintained a Multicultural Affairs Office, a Multicultural Affairs Committee, a Diversity Cabinet, and a Commission on the Status of Women. These groups were responsible for a variety of diversity initiatives on campus, including student support, diversity events, and strategic planning, as well as serving as an advisory body to the Chancellor.

In 2007, the Indiana General Assembly passed legislation that required each campus of Indiana University to establish a diversity committee to review faculty and administration employment policies and complaints concerning diversity issues, and to make recommendations for promoting and maintaining diversity among faculty and students. In response to this legislation, the IU East Commission on Diversity and Equity was formed incorporating membership and functions of the Diversity Cabinet and the Commission on the Status of Women. A report of the findings of this commission is submitted to the IU Board of Trustees each year. (Diversity Reports 2008; 2009; 2010)

In 2008, the Commission on Diversity and Equity developed a [Strategic Diversity Plan](#) for the campus. This aggressive plan contained many objectives that could be acted upon quickly, as indicated in a 2009 report and the 2009 Diversity Report to the IU Board of Trustees. (Diversity Progress Report 2009) Recognizing the need for additional efforts, the Commission began in Spring 2011 to update the plan, including follow-up to items in the 2008 report, and addressing new initiatives. (2011 Diversity Plan draft)
Diversity within the Curriculum

Through a curriculum that promotes cultural awareness and inclusiveness, IU East is able to introduce a wide variety of perspectives to students, many of whom have spent their entire lives in rural Indiana. The importance of diversity in the curriculum is evidenced by its inclusion as one of IU East’s Undergraduate Learning Objectives:

Educated persons should develop the skills to understand, accept, and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one’s life is experienced within the context of other races, religions, languages, nationalities and value systems.

The implementation of this objective is described in the General Education Framework (p. 6). Individual programs determine by what means their students achieve the intended outcomes, but all are expected to meet the following:

- Explain perspectives and contributions linked to a variety of cultural markers (e.g., race, gender, ethnicity, religion, sexual orientation, age, disability, etc.) both in western and non-western contexts.
- Identify differences and commonalities among cultures.
- Evaluate how the student's own cultural context influences the ways in which he or she perceives those who are different from himself or herself.
- Recognize the basis and impact of personal and systemic discrimination, prejudice and stereotypes.

Assessment of these outcomes has been integrated into the assessment of General Education which is described in Criterion 3. A rubric was designed by the General Education Assessment Committee and distributed, as part of a complete set of general education rubrics, to faculty for use in designated courses. (Diversity Rubric) There are now two years of data on this rubric. Although there has been a small number of responses collected, a strong process for assessing the diversity learning outcome has been established.

Beyond inclusion in General Education, many programs have additional expectations for student competencies related to diversity issues. These are reflected in program goals/outcomes and are assessed according to program assessment plans.

Students matriculating as of Fall 2009 as beginning students are required to take the First Year Seminar, UCOL-U101, in which diversity is a major component. One of the objectives stated in the course development proposal is to “Explore various aspects of human diversity.” (FYS proposal) The intent of this objective is to “present diversity not as something that is only addressed on specific days or occasions, but as something that transcends all aspects of our lives.”

While individual faculty have freedom to design their own syllabi, some common components are expected. The course development proposal states that common content should include
discussion of diversity on a global level, with attention to human differences (race, ethnicity, age, sexual orientation, religion) and creating an understanding of tolerance and inclusion and the differences between the two. A common field trip with a diversity focus for all sections is encouraged, though getting 100% student participation has not been possible due to students’ course schedules and external commitments. The field trip destination that has had the greatest attendance is the Freedom Center in Cincinnati, Ohio. In-class activities and assignments designed by individual faculty further enhance first year students’ opportunities to explore and reflect on diversity topics.

During the academic year 2009-10, a grant provided through the President’s University Diversity Initiative funded training for faculty, recruitment of minority peer mentors, professional development for seminar faculty, and diversity related field trips. (Diversity Grant) Though no longer grant funded, the commitment to including diversity in the First Year Seminar continues to be supported by the IU East campus.

Travel experiences are also used to integrate various diversity initiatives into program curricula and reinforce learning through place-based experiences. For example, World Languages courses provide study abroad opportunities, Anthropology students experience interdisciplinary studies in Utah, and Biology Field courses include travel to places such as the Great Smoky Mountains, and Belize.

The integration of diversity into the curriculum during the early 2000s could be characterized as less deliberate than it has been in the last three to four years. With the incorporation of diversity into UCOL-U 101 and the implementation of a more deliberate assessment process in general education, the focus and understanding of diversity on the campus is greater than it has ever been.

**Faculty Diversity**

One important method for creating a diverse culture on campus is through creating a diverse faculty. IU East’s commitment to affirmative action has resulted in a small, though steady, increase in minority faculty in the last five years. The table below, taken from the IU Fact Book for various years, shows that trend:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>9%</td>
<td>12%</td>
<td>13%</td>
<td>14%</td>
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</table>

When the definition of diversity is broadened to include national origin, 25% of all full-time faculty represent diverse racial and ethnic groups and/or national origins. Currently, 12 full-time faculty represent 10 different countries. As a result, IU East faculty create a multi-cultural and global perspective for students that they might not otherwise encounter. In addition, many faculty also bring a variety of perspectives encompassing a wide range of aspects of diversity, including religion, sexual orientation, political views, and international experience.

Recruitment of an ethnically diverse faculty remains a challenge. In recent years the Affirmative Action statement on position advertisements has been strengthened from “Indiana University
East is an Affirmative Action/Equal Opportunity Institution” to “Indiana University East is an Affirmative Action/Equal Employment Institution,” and proactively seeks applications from “women and members of underrepresented minority groups.” IU East has recently purchased an advertising package with the Minority Faculty Academic Database. Faculty ads are submitted to this service, and they send emails directly to over 6000 minority candidates who are registered with them. It is too early to determine the effectiveness of this strategy.

**Student Diversity**

Increasing the diversity of the student body is an objective common to the IUE Strategic Plan and the Diversity Plan. IU East is located in Wayne County, Indiana, the county from which the largest proportion of students is drawn. By far the most racially diverse of all counties within the Indiana counties that make up our service area, the non-white population of Wayne County still falls below 10%. Other Indiana counties within the IU East service area have non-white populations that range from 1.7% to 4.3%. Five counties in the Ohio service area have non-white populations between 2.2% and 5.3%, very similar to the counties in Indiana. Only Butler County, Ohio with its very large population has a significant minority population (14% non-white). However, IU East draws very few students from this county, due to its distance and the presence of other higher education institutions in three of its cities. (County Census Data)

Because of the homogeneous racial demographics of the IU East service area, it is a challenge to recruit a truly diverse student body. Efforts have produced results, however. In 2007, the total minority population enrolled at IU East was 130 students. By 2009, that number had increased to 177, and for Fall 2010 the number was 233, an increase of 24% over 2009.

<table>
<thead>
<tr>
<th>Percentage Of Total Enrollment Represented By Minority Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>5.0%</td>
</tr>
</tbody>
</table>

The Demographic Profile for new beginning students in Fall 2010 indicates that 91.6% of those students were white, and 8.4% were non-white. ([IU Fact Book](#)) This distribution approaches that found in Wayne County (9.8%), and exceeds the minority percentage of nearly every other county in the IU East recruitment area.

Online students drawn from many different states and internationally, add to the diversity of IU East’s student body. The table below provides ethnicity data for students enrolled in IU East online completion programs. The percentage of online program students that represent minorities (11.5% – 14%) is higher than the on-campus population. Faculty report that the presence in classes of students with geographic and cultural differences offers a variety of perspectives that enrich discussions and collaborative projects.
### Online Program Students – Ethnicity Data

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Black/African American</td>
<td>8</td>
<td>9</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>NR-Alien</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>100</td>
<td>118</td>
<td>155</td>
<td>181</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td># of states represented by online program students</td>
<td>20</td>
<td>25</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

IU East is also realigning offices and programmatic functions to meet the goal of expanding multicultural awareness. For example, the Coordinator for Multicultural Affairs has been repositioned in University College so that he can more easily work one-on-one with minority students and others who need additional support and encouragement. The [Office of Student Support Services](#) offers a wide range of services to accommodate students who have learning or physical disabilities, are first generation college students, or are low income. Services include alternative exam options, academic counseling, and early warning and intervention.

### Sharing Responsibility

IU East believes that all employees are responsible for embracing and implementing the particular directives of the Diversity Plan. As a means of accountability, faculty are asked to address their contribution to diversity on their annual reviews:

"Summarize your efforts on issues related to campus diversity, including efforts in teaching and curriculum development; research, scholarship and creative work; co-curricular activities; and/or campus, professional and community service. Cite any evidence of the quality or results of these efforts. Include goals for your diversity efforts in your one/three year plan or other appropriate place so that meetings with your Dean can include discussion of these goals."

Informal feedback from Deans provides a sampling of responses from faculty:

- participation in conferences focusing on minority attainment or multicultural awareness
- using multimedia to bring international perspectives into the classroom
- course development
- organizing student travel opportunities
- involvement in School diversity activity
- service-learning projects in diverse settings

Staff are asked to address a similar question:

*Indiana University East is committed to being an inclusive community and believes that multiple perspectives and experiences are essential to learning. Through our programs and practices, we*
seek to foster the understanding of and respect for cultural differences necessary for an enlightened and educated citizenry. All employees play a part in creating a culture that welcomes people of all backgrounds.

Give examples of ways that you believe you can contribute to a better understanding of diversity and create a more welcoming environment for everyone at IU East.

Supervisors of staff report statements such as:

- creating an environment in which everyone is treated with respect
- serving on campus diversity committees
- developing diversity training for student workers
- working with international online students
- presentation for faculty on teaching students with diverse learning needs

During evaluation interviews, faculty and staff discuss diversity efforts with supervisors and receive feedback and goals for the upcoming year. For faculty, the transition to the electronic faculty annual report will result in data that can become useful for tracking progress.

Diversity and the Community

IU East acts as a center for diversity within the community. As such, the diversity initiatives in which the campus is engaged are focused to create an effective understanding of diversity and multiculturalism on both internal and external constituents within the community. These activities are also addressed as part of Criterion 5.

Through service-learning, faculty and staff involvement in the community, and extracurricular efforts of student organizations, the diversity within the community is recognized, enhanced, and celebrated. Many of our outreach programs in service-learning attempt to meet the needs of a variety of the region’s citizens, based on ethnic, economic, and cultural diversity. Two significant examples are projects such as the Baxter Community Center (described in Criterion 5) and student involvement with Amigos, the local Latino center, and Townsend Community Center. These projects illustrate how the campus integrates its educational work with the diversity of the region. IU East students are also engaged in many ways with diverse K-12 students, whether in the settings mentioned above (and other agencies) or in the area schools. A few examples include:

- School of Nursing students provide health education to K-12 students as part of their clinical experiences.
- Red Wolves athletes have participated in events with Boys and Girls Clubs and YMCA, have worked with elementary school athletes, and have taken part in an area public library’s Read Across America event.
- Experiential Learning Scholars provide literacy programs in a variety of settings.
Work with diverse populations in the community not only provides direct benefit to those served, but even greater impact is achieved as IU East students serve as role models for educational attainment that is so badly needed in local K-12 environment.

**Diversity and the Greater Society**

Through a variety of curricular and co-curricular initiatives, IU East has incorporated a wide range of experiences for students and the community to explore the nature of diversity in our society. Through organizations, such as the LGBTQS Alliance, the Culturally Inclusive Association, the World Languages and Cultures Club, the History/Political Science Club, and the Humanities Club (among others), students plan and participate in activities that often focus on multicultural experiences.

Co-curricular and public events on campus—speakers, performers, and scholars—provide the opportunity to engage in discussions of multicultural and diverse issues. (Diversity programming 2010-11) For example, most recently, the History/Political Science Club held a mock trial of Adolf Hitler as if he had survived the war and had been captured by the allies. This generated discussion of the many issues surrounding the attempted genocide of the Jewish people and even a discussion of whether issues like this ought to be discussed at all. Faculty are dedicated to the incorporation of diversity in a variety of ways, including the development of specific courses, experiential learning through international studies, and the sponsorship of extracurricular activities including such events as the Hispanic-Francophile Film Series, Hispanic Heritage Week, and a variety of campus sponsored speakers and events. Many of these are connected to class discussions and specific courses at times as well. Because we are a commuter campus, it is often difficult to encourage participation in these events and at times even more difficult to require them as part of the curriculum within a class, particularly as more and more courses and programs are offered online. There may be wisdom in seeking out ways to integrate co-curricular activities and curricular activities more completely, such as recording events on campus which can then be used at a later time or be streamed to the web for use in courses.

Despite a regional mission, we understand that the region’s citizens will be working in an increasingly global society. One goal in the Strategic Diversity Plan is to focus attention on global cultures through efforts to internationalize the campus. The campus has embraced this goal by seeking additional ways to bring global awareness to the student population through inclusion of international travel in the curriculum for students. Part of that process included establishing an International Studies Committee that coordinates and develops funding guidelines from year to year. Prior to 2009, international experiences were left to the ingenuity of the faculty member intent on creating such an experience with whatever available resources could be found. This meant that international travel, or even travel within the US, was not a priority and these offerings were not available on any consistent basis. IU East now has a more expansive view of the benefits of travel which provide multicultural learning opportunities. In 2008, the campus determined that this should be a priority and a fund for international travel scholarships was established. The availability of reliable funding has made it easier for IU East faculty to build an international component into their courses and for IU East students to better plan for international travel opportunities should they be interested. (International Travel)
Evaluation

Strengths

- The Commission on Diversity and Equity is active in strategic diversity planning and assessment of goals and objectives.
- Undergraduate Learning Objectives include diversity.
- First Year Seminar includes substantial focus on diversity.
- Minority enrollment percentage exceeds that of the population of IU East’s service area.
- Faculty represent a wide variety of ethnic, international, and cultural perspectives.
- Students are actively involved in community outreach to diverse populations.
- International Programs are receiving increasing support.

Opportunities

- Clarification of assessment of Undergraduate Learning Objective #6 needs to occur in order to incorporate all diversity activities on campus. The General Education Assessment Committee and co-curricular assessment initiatives will address this issue.
- More thorough data collection with regard to diversity objectives that are program-specific could guide curriculum revision.
- Collecting and analyzing data from faculty and staff annual reviews could suggest strategies for improving diversity efforts. Goal A.1 of the 2011 Diversity Plan Draft addresses this need.
- More attention could be given to ensuring a core of common diversity experiences among First Year Seminar sections.
Core Component 1c: Understanding and support of the mission pervade the organization.

Support for Mission Documents

The development of mission documents included input from representatives of all constituents on the campus and from community representatives. The mission, vision, and strategic plans were created through processes that involved a Strategic Planning Committee composed of administrators, faculty from each School, School Deans, and Presidents of Professional and Staff Councils. Subcommittees charged with development, review and revision of each of the identified thematic areas sought input and involvement from additional faculty and staff. Deans served as liaisons to keep faculty in their schools informed of progress and solicit their input. Staff and Professional Council presidents played the same role for their organizations. As the documents neared final draft stage, they were presented to the IU East Board of Advisors, with a request for comment and input. (BOA 09) As a result of these inclusive efforts, a broad base of familiarity with and support for the mission documents was established.

Concurrent with the Strategic Planning process, the Commission on Diversity and Equity was developing a new Diversity Statement. This statement was also reviewed and discussed by Faculty Senate, Professional Council, and Staff Council. (Senate Minutes 02-10)

The Mission Statement received the required approval of the Faculty Senate after final reviews by campus constituencies. In addition, the Vision and Strategic Plan were endorsed by vote of Faculty Senate, Professional Council, and Staff Council. (Senate Minutes 11-09; Professional Council Minutes; Staff Council Minutes)

The approval of the mission statement by the IU Board of Trustees demonstrates support at the University level for IU East’s new vision of the future.

Unit Missions

Launching from the campus mission, vision, strategic plan, and diversity statement, each of the schools and co-curricular units was asked to engage in a mission building and strategic planning process. To date, all of the academic schools and many of the co-curricular units have mission statements in place. As part of this self-study, an examination of unit mission statements was done to identify phrases in them that mirror the key commitments in the campus mission statement. (Mission Alignment) In addition, heads of these units were asked to evaluate their mission statements with regard to the alignment with the campus mission statement. Links to unit mission statements and the comments of unit heads are also included as a separate document. (Mission Alignment Survey)

Widespread support of the campus mission has allowed units and schools to develop missions and strategic plans that reinforce and deepen the mission of the campus. As a result, the campus
works more closely as a single academic entity than ever, perhaps, in its history, particularly through involving faculty and staff in the areas of recruitment, retention, and attainment.

**Evaluation**

*Strengths*

- Many unit statements deliberately connect their goals and objectives with the campus mission statement, the Strategic Plan, and the Strategic Diversity Plan.
- Unit missions align with key campus commitments.
- Input on and approval of documents was inclusive.

*Opportunities*

- The Student Government Association could have a greater role in the development of future mission documents.
- Those few units that do not have mission statements need to begin or continue the process of developing them.
Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Indiana University is composed of eight campuses, including a residential campus in Bloomington, an urban campus at Indianapolis, and six regional campuses located in communities throughout the state. IU East derives many benefits from this system-wide relationship, while retaining a level of autonomy that allows the campus to fulfill its unique mission in the region it serves. (IU Organizational Chart)

University-Wide Structures

Administrative

As one of the regional campuses, Indiana University East shares the central administrative structure with the other campuses. Administrative leadership is provided by the President of Indiana University, three executive vice presidents, and eleven vice presidents. Indiana University is governed by a nine-member board known as the Indiana University Board of Trustees. In addition, a variety of administrative units and offices work together to provide support for the ongoing business endeavors and success of Indiana University. The Indiana University administrative structures support the IU East mission by representing the campus on legislative issues with the state and national government and by providing essential services in the areas of budget, finance, technology, institutional research, human resources, and legal support, among others.

Board of Trustees

As noted on the Board of Trustees’ website, “The Board of Trustees is Indiana University’s governing board, its legal owner and final authority. The board holds the university’s financial, physical, and human assets and operations in trust for future generations. Its membership, terms of office, responsibilities, powers and electoral procedures are governed by the Indiana Code. The nine-member board meets several times a year on various campuses around the state. Meetings are open to the public and anyone with an interest in the governance of the university is welcome to attend.” Various campus reports are routinely sent to the Board of Trustees. The Board of Trustees may also initiate new projects or make specific requests for data from the campuses. These requests are routed through each Office of the Chancellor, and from there to the appropriate office for response. All requested information is collected, and the campus response is then issued by the Office of the Chancellor. The chancellor also provides the president and the trustees updates on items of interest to the campus as well as providing updates from the trustees to the campus. The chancellor of IU East and Thomas E. Reilly, the board member who serves as the IU East campus liaison to the board, represent the campus at the board meetings. Trustee Reilly attends the IU East Board of Advisors meetings, represents the university to the campus, and takes campus issues to the board. It is through the Board of
The President of Indiana University

The President of Indiana University is the chief executive officer of the university and is appointed by the Board of Trustees. The President is responsible for determining the mission of the university and its priorities, for accomplishing the objectives of the university, and for using all resources efficiently and economically. Since the last IU East accreditation visit, three presidents have led Indiana University. Each of these leaders has brought his own perspectives and priorities to the office, and has therefore shaped the missions and accomplishments of various campuses. The current president, Michael McRobbie, was inaugurated in Fall 2007 and has launched his goals, which include developing additional international study programs and partnerships, increasing external funding for IU programs with the goal of doubling such funding, energizing intercampus research collaborations, increasing degree completion rates, enhancing economic development initiatives, and expanding the life sciences initiative throughout the state.

The president of Indiana University presides over the IU East Commencement ceremonies; visits with the East faculty at least once a year to hear their concerns; advocates for our programs, needs, resources, and buildings at the state legislature; and communicates information about the university through a newsletter to all employees. Periodically, IU East faculty members have been invited to serve on key presidential committees.

Vice Presidents

Offices of the various vice-presidents work closely with regional campus administration to facilitate university support of the individual campus. In 2010, President McRobbie named an Executive Vice President for University Regional Affairs, Planning, and Policy and established a new, centralized administrative office that directly engages issues on the regional campuses and assists them in creating a coherent understanding of their roles within Indiana University and in the state. This restructuring resulted in a change of reporting lines; regional campus chancellors now report through the Executive Vice President rather than directly to the President.

Governance

University Faculty Council (UFC)

The University Faculty Council is an elected body of members from all eight campuses and is responsible for exercising faculty leadership for Indiana University. This body is responsible for creation of broad-scope academic policies that impact students, faculty, and administration on all campuses. Senate Presidents from each campus serve on the UFC Agenda Committee. In addition, at least one faculty member from each of the campuses serves as UFC representative, and a number of faculty may serve on various committees of UFC, thus ensuring that the interests and missions of the various campuses are considered in all policy discussions.
IU East Campus Structures

IU East administrative and governance structures are designed to facilitate communication among campus constituencies. Overlapping roles result in a web of interconnectedness that leads to coordinated efforts in accomplishing the strategic goals that support IU East’s mission. (IU East Organizational Chart)

Administrative

Chancellor

The Chancellor serves as the chief executive officer for the campus and is appointed by the President. He has primary responsibility for the academic, financial, and operational mission of the campus. Faculty, staff, and administrators look to the Chancellor for vision and the implementation of the mission and the strategic plan. In the spirit of collaboration, the Chancellor guides the campus through three primary committees:

- Chancellor’s Cabinet – The Chancellor’s Cabinet is composed of the university's vice chancellors, Director of Information Technology, and Faculty Senate President. The Cabinet meets on a weekly basis. Its mission is to provide advice and counsel to the Chancellor on matters regarding policies, procedures, and strategic planning for the university’s operations.
- Deans Council – The Deans Council includes all school deans, vice chancellors, associate vice chancellors, Director of Social Work, Director of the Library, and Director of Information Technology. The Deans Council meets once a month. It addresses strategic issues that cut across all academic schools. The group also discusses all aspects of university operations that affect the schools’ and the university’s budgets.
- Administrative Council – The Administrative Council includes all non-academic (not associated with academic schools) directors on campus plus vice chancellors, and associate vice chancellors (32 members). The Administrative Council meets once a semester. The intent of these meetings is to disseminate critical information to all offices, provide the chancellor with feedback and advice from all non-academic units, and hold discussions that will help develop a shared vision among all campus units.

Executive Vice Chancellor for Academic Affairs

The Executive Vice Chancellor for Academic Affairs (EVCAA) serves as the Chief Academic Officer and Chief Enrollment Officer for Indiana University East. In addition to the five academic schools, enrollment services offices (Admissions, Financial Aid and Scholarships, Student Records, and Registrar) report directly to the EVCAA. Also reporting to the EVCAA are two Associate Vice Chancellors. The Associate Vice Chancellor for Academic Affairs has responsibility for Faculty Research Support, University College, Retention Programs, Academic Support Programs, Student Support Services, and Assessment. This position also serves as Dean of Students. The Associate Vice Chancellor for Teaching and Learning serves as Director of the Center for Teaching and Learning, and has responsibility for Distance Education, the Campus Library, articulation agreements, and off-campus locations in New Castle and Connersville. This
position also serves as Higher Learning Commission Liaison, and assists with all program approval processes. (Academic Affairs Organizational Chart)

Vice Chancellor for Administration and Finance

The Vice Chancellor for Administration and Finance is the Chief Financial Officer of the institution. In addition to managing all financial matters, this position oversees all aspects of the Physical Plant, Human Resources, Campus Police, Athletics, and management of grants and contracts.

Vice Chancellor for External Affairs and Marketing

The Vice Chancellor for External Affairs and Marketing is responsible for linkages with external constituencies. Within the Office of External Affairs are Alumni Relations and Campus Events, Communications and Marketing, Gift Development, and Campus Life, and oversight of Whitewater Community Television (WCTV) and Area 9 Agency on Aging.

School Deans

Deans have responsibility for management of their academic units. They report to the EVCAA, and are members of the Deans Council and the Academic Affairs Cabinet.

Governance

Faculty Senate

The Faculty Senate at IU East serves as the campus faculty governance body. Voting members of the Senate include full-time faculty members who hold continuing or long-term contracts, the Chancellor, and the Executive Vice Chancellor for Academic Affairs. Because the IU East faculty is still small in number, and a continuing desire to have all voices present at monthly Faculty Senate meetings, the senate remains an inclusive body of the whole rather than a representative senate. The work of the Faculty Senate is carried out by the following Standing Committees:

- Agenda Committee
- Admissions and Academic Affairs Committee
- Budgetary Affairs Committee
- Curriculum Committee
- Faculty Affairs Committee
- Nominating Committee
- Promotion and Tenure Committee
- Lecturer Long Term Contract Review Committee
- Faculty Board of Review

An eight-member Athletics Committee includes four faculty members who are elected by Faculty Senate. The Committee’s chairperson must be a faculty member.
With the exception of the Agenda Committee (see below), each year new members are elected from the voting membership of the Senate to these committees for two-year terms. Senior administrators do not serve on these standing committees, though Deans may serve. Each committee elects a chair from among its members, preferably someone who is in at least a second year on that committee.

- The Faculty Senate President presides over the Senate and charges the committees with their work for the academic year. This work is subject to change, depending on issues that may emerge over the course of the academic year. The Faculty Senate President serves as the link between the campus and the all-university Faculty Council (UFC) and as a bridge between the faculty and administration through participation on the IU East Academic Affairs Cabinet (see below).

The IU East Agenda Committee is composed of the Faculty Senate president, the parliamentarian, the chairs of each of the standing committees with the exception of the Promotion and Tenure Committee, the Lecturer Long Term Contract Review Committee, and the Faculty Board of Review. They meet with the Chancellor and the Executive Vice Chancellor for Academic Affairs when setting the agendas for senate meetings. This monthly meeting of the administration and Faculty Senate officers is an opportunity to collaborate on issues facing the campus. In turn, the President of the Faculty Senate serves as the faculty representative on the Chancellor’s Cabinet, and the Academic Affairs Cabinet, convened by the Chancellor and the Executive Vice Chancellor for Academic Affairs, respectively.

**Academic Affairs Cabinet (AAC)**

The Academic Affairs Cabinet consists of the Deans from all the Schools, the Director of Social Work, the Director of the Library, the two Associate Vice Chancellors, and the Faculty Senate President. It is convened and chaired by the Executive Vice Chancellor for Academic Affairs (EVCAA). The Academic Affairs website states that the purpose of the Academic Affairs office is:

> To advance the academic mission of the university, the Office of Academic Affairs provides leadership for continuous improvement in academic programs, faculty development, support facilities and services, and, ultimately, student success. The faculty and staff of IU East uphold the highest standards of excellence in education, many with national and international reputations for their teaching, scholarship, and service, and significant stature in their disciplines and professions.

AAC is the central committee through which this is accomplished. There is a cyclic governance relationship among the Schools, Senate, and the administration. Some initiatives, such as budget issues, come from the administration, are discussed in AAC, and brought to faculty as information or for input. Decisions that come from the faculty through Senate are implemented and enforced through AAC, the Executive Vice Chancellor’s Office, and the Chancellor’s office.
Academic Affairs Committees (chaired by faculty or staff)

The Academic Affairs Office has a number of committees that do the academic work of the institution and enable the institution to fulfill its mission. They include:

- General Studies Committee
- Honors Program Committee
- Teaching Awards Committee
- Institutional Review Board
- Institutional Animal Care and Use Committee
- Scholarships Committee
- Service-Learning Committee
- International Studies Committee
- Distance Education Advisory Committee
- Assessment Academy Leadership Team
- Sabbaticals Committee
- Faculty Research Advisory Council
- Commission on Diversity and Equity
- Informatics Committee

Administrative Committees (chaired by Executive Vice Chancellor)

- Academic Affairs Cabinet
- Enrollment Management Council
- Academic Policies and Procedures Advisory Committee

Professional Council

On the IU East campus, professional staff plays an integral role in the academic mission of the campus. Through Professional Council, professional staff in offices such as Admissions, Financial Aid and Scholarships, University College, and School Advisors work together to ensure that the needs of new and continuing students are met. Many university committees include professional staff so that all perceptions with regard to student attainment are considered.

Staff Council

Clerical and Support staff help to carry out the mission of IU East as they serve students directly, or through support of administrative and academic functions. Staff Council provides a means for these staff to engage in projects that enhance their involvement in the campus community. Fundraising events have resulted in the establishment of two Staff Council scholarships.

Student Government Association

Students are a vital resource for determining the effectiveness of the mission. The IU East Student Government Association (SGA) serves to promote student interests, needs and welfare within the University community and fosters relationships between the students, the faculty, and
the administration. The SGA constitution calls for membership of three representatives from each school (including Social Work and Continuing Studies) as well as three members from the Purdue College of Technology. The SGA facilitates communication between students and other campus constituencies, and also represents our student body within the university structure. A representative of SGA attends Faculty Senate meetings when appropriate.

**Processes**

The structures on the campus promote faculty governance and collaboration among all constituents. Ideas may come from any sector of the campus and are thoroughly vetted through a process that includes all concerned parties to a particular issue. Academic policies and programs are channeled through a well-defined process at the campus level and at the University-wide level. For example, new academic programs follow a path that begins with the academic discipline that proposes it; then it is commented on, revised and voted on by the School, the Senate Curriculum Committee, the Faculty Senate, the Executive Vice Chancellor for Academic Affairs, the Chancellor, the University-wide Academic Affairs Officers, the President, the Trustees, and finally the Indiana Commission for Higher Education. Because all of these entities are directly or indirectly involved with the development and implementation of the mission on the campus, this process ensures that academic programs address it. While policies generally are not approved beyond the campus, a similar process takes place for curricular and non-curricular issues, and through certain redundancies (e.g., Deans serve on both AAC and Dean’s Council), the effects on various offices can be taken into consideration and be communicated in a broad fashion. Decision-making is enhanced through a system of interconnected committees, allowing for greater dissemination of information across the campus.

**Evaluation**

*Strengths*

- A strong system of shared administration and governance enhances the wise use of resources in fulfillment of the campus mission.
- Interconnectedness of campus roles and organizations facilitates communication.
- Governance processes are well-defined.

*Opportunity*

- Greater involvement of SGA in university administrative and governance processes could add useful perspectives to those processes. As SGA matures as an organization, more involvement is anticipated.
Core Component 1e: The organization upholds and protects its integrity.

Indiana University East is a public, non-profit institution operating under the authority of Indiana University. Indiana University’s degree-granting authority is acknowledged by the Indiana Commission for Higher Education. IU East values honesty and openness in its processes, in the conduct of teaching, research, and other academic activities, and in its interactions with internal and external constituencies. IU East is diligent in upholding laws and regulations at all levels (federal, state, and university).

Integrity in Working With Internal Constituencies

Faculty are guided by both Indiana University and Indiana University East policies which are readily available through the Indiana University Academic Handbook, and the IU East Faculty Senate Policies website. Through these documents, faculty are provided with information about rights and responsibilities, including such things as promotion and tenure guidelines, and procedures for due process.

Staff policies are provided by University Human Resources in the Support Staff and Professional Staff Handbook and policy manuals for hourly and professional, clerical and support staff.

Affirmative Action policies protect employees and students. Cases of sexual harassment, alleged violations of the Disabilities Act, and Affirmative Action violations for both student and employee situations are handled through the Office of Affirmative Action.

Integrity in working with students is guided by the Indiana University Code of Student Rights, Responsibilities, and Conduct. Expectations of appropriate behaviors and actions are defined, and procedures for due process are explained. The IU East Dean of Students is the contact person for questions about policies and procedures in the Code.

The IU East Catalog serves as the directory of academic policies for students. Office and School websites also post these policies, often with additional detail to assist students in understanding or following them.

Protecting the privacy of student information is the responsibility of everyone at IU East. All IU East employees abide by policies of the Family Educational Rights and Privacy Act of 1974 (FERPA). Students are informed annually of their rights through the Office of the Registrar’s website. New employees are required to complete an online tutorial that provides basic information about the law. Access to student information is provided to employees who need such data to carry out their professional duties. The Indiana University Office of Public Safety and Institutional Assurance provides support and information to assist with protecting sensitive data.
Academic Integrity

As detailed in Criterion 4, policies concerning academic freedom and academic dishonesty are clearly presented in the Indiana University Academic Handbook, and in the Indiana University Code of Student Rights, Responsibilities, and Conduct.

Academic integrity is also upheld through faculty hiring processes. Background checks and proof of eligibility to work are required before hiring. Official transcripts must be provided and are maintained in faculty files in the Office of Academic Affairs.

Program requirements are listed on School webpages, and in the IU East Catalog. The catalog that is current upon a student’s matriculation serves as the guide to applicable policies and program requirements. Program webpages are updated by schools on a regular basis, and the Catalog is updated in May of each calendar year.

Integrity in Working with External Constituents

Indiana University East presents a unified and accurate image to the public. All marketing, recruitment, and promotional materials are produced by the Office of Communications and Marketing, within the Office of External Affairs. News releases are issued on a regular basis, and are frequently published in the local newspaper. Billboards promoting the theme, “IU-Focused on YOU” are strategically placed within Richmond and on major highways leading to the campus. The IU East website is designed and maintained by a Web Team, also within the Office of Communications and Marketing, providing consistency of branding regardless of the medium. In Spring 2011, IU East requested that the University Information Technology Services (UITS) Adaptive Technology and Accessibility Center conduct an assessment of its website for accessibility compliance. Several issues were identified, and these are now being addressed. (Accessibility Compliance Evaluation Report)

As a public institution, IU East must be accountable to those whose tax dollars provide support. IU East participates in national initiatives and program accreditation and review which publically demonstrate accountability. Since 2007, IU East has been a member of the Higher Learning Commission’s Academy for Assessment of Student Learning. Data from campus and national assessments are publicly viewable on the Office of Academic Affairs website. Academic programs that are accredited by professional accrediting bodies, list on their webpages links to those organizations.

IU East depends on income from private and corporate gifts, and values the relationships that are built with donors. Fundraising efforts on the part of all campus entities are coordinated through the Office of Gift Development, the fundraising arm of the Office of External Affairs. All gifts are transferred to IU East through the Indiana University Foundation whose processes ensure that gifts are properly acknowledged, and that money is used in accordance with the donor’s intent.
IU East recognizes the importance of collaborative partnerships with other institutions and organizations. Articulation agreements and memoranda of understanding are developed collaboratively and signed by representatives of each institution. Use of facilities at off-campus locations and for clinical, field, and internship placement of students are governed by contractual agreements. IU Office of University Counsel assists with legal issues associated with these agreements. Signed documents will be available for review by the visiting team.

**Federal/State Compliance**

With assistance from Indiana University, each campus now has a website where all links to federally required disclosures may be found. Appendix B includes detailed information regarding Indiana University East’s compliance with federal regulations.

**Evaluation**

**Strengths**

- IU and IU East policies are clear and readily available.
- Faculty qualifications are carefully considered in hiring.
- Degree requirements are transparent and readily accessible.

**Opportunity**

- As the rules of higher education, whether from within IU, the State of Indiana, or the federal government, become increasingly complex, IU East will need to develop the infrastructure to assure compliance in as efficient and effective manner as possible.

**Criterion 1 Conclusion**

Information presented in this chapter demonstrates that Indiana University East meets or exceeds the expectations of Criterion 1.

The mission statement for the campus clearly drives the direction of Indiana University East. Commitment to providing high quality educational opportunities, valuing diversity, and meeting the needs of the region we serve are central to the work of faculty and staff. Each of the goals and objectives of the Strategic Plan connects to the mission and the vision, and the unit missions clearly connect to the Campus Mission. The success that the campus has achieved in the last three years with regard to the increase in enrollment is at least one indicator of the coherence and cohesiveness of the missions and the message, both formally and informally, that our constituents are hearing.

Diversity in all its definitions is a core value of Indiana University East. In a region that has a high degree of homogeneity, IU East stands as an active institution in bringing diverse, multicultural events; activities; people; and educational opportunities to the region. More could
be done to draw attention to the accomplishments in this area and to create a systematic assessment of the impact on constituents.

Administrative and governance structures of the university and the campus allow IU East to carry out its mission with honesty and integrity, through open communication with both internal and external constituencies.