

**Assurance Argument**  
**Indiana University Southeast - IN**

8/21/2019

**Criterion 1**  
Mission

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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### 1.A.1.

Since IU Southeast's original mission statement and its mechanisms for development and adoption were outlined in Criterion I of the campus' 2009 self-study ([2678](#)) for re-accreditation, the following discussion focuses on changes that were made to the mission statement after the last comprehensive visit. The original mission was approved by the Indiana University Board of Trustees on November 4, 2005 ([2679](#)).

IU Southeast is one of five regional campuses within Indiana University. Representatives from the IU Regional Campus community collaborated to identify and develop objectives for advancing the campuses, resulting in the 2015 Blueprint 2.0: The Bicentennial Strategic Plan for the Regional Campuses of Indiana University ([0792](#)) that aligns with the Bicentennial Strategic Plan for Indiana University ([0350](#)). One objective arising out of Blueprint 2.0 was for each regional campus to prepare and apply for the Community Engagement Classification determined by the Carnegie Foundation for the Advancement of Teaching, and changes to the mission statement were part of this process.

During 2015, faculty, staff, students, and members of the IU Southeast Board of Advisors worked together to finalize the 2016-2021 IU Southeast Strategic Plan ([0299](#)), aligned with Blueprint 2.0 and accompanied by the campus' revised mission and vision statement (for progress made in the individual areas of the Strategic Plan, please see: [2773](#)). IU Southeast's revised and current mission statement provides a foundation for the institution's strategic plan. The Mission Statement for IU Southeast ([2332](#)) reads:

*Indiana University Southeast is the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville metropolitan area. As a public comprehensive university, IU Southeast provides high-quality programs and services that promote learning and prepare graduates for productive citizenship in a diverse society and contributes to the intellectual, cultural, civic, and*

*economic development of our region.*

*Our faculty engage in research and creative activity that support teaching and learning and create opportunities for students to participate in applied learning. We are committed to constructive engagement in our local and regional community, marshaling our institutional and human capital toward the strengthening of our region as a place to work, build productive lives, and ensure the prosperity of future generations.*

This revision was vetted through numerous constituents, including the Schools and the Academic Policy Committee. It was then sent through the Faculty Senate on April 06, 2017 (2681) and was ratified on June 16, 2017 by the IU Board of Trustees (2680).

### **1.A.2.**

The IU Southeast mission statement commits the campus to providing both undergraduate and graduate programs to its constituencies. Currently, IU Southeast offers 52 bachelor-level programs and 12 graduate-level programs (2677). As of the 2018 fall semester, undergraduate and graduate student enrollment was 91 percent and 9 percent of the total enrollment, respectively (2774). Increasing graduate enrollment is a priority for the institution, reflected in the recent creation of the position of Dean for Research and Graduate Studies (for responsibilities, see: 1564).

In line with the “collaborative imperative” of Blueprint 2.0 and the campus’ mission, academic units are collaborating to create shared programs across the regional campuses. Such degrees include the Master of Arts in Mental Health Counseling (1521), the Master of Arts in English (2494; 2495), and the Master of Science in Criminology and Criminal Justice (2496; 2497). Regional campuses also share courses, particularly those offered online or delivered using video-conferencing, extending the academic options available to students (1478).

The demographic profile of IU Southeast enrollment aligns closely with the mission statement. IU Southeast's primary service area is Southern Indiana, but recruitment also encompasses the Greater Louisville metro area. Each year, student demographic data indicate that the highest proportion of IU Southeast students come from the immediate geographic area. In Spring 2018, 69.2 percent of enrolled students were Indiana residents and 29.6 percent were from the Louisville metro area (1504). In an effort to fulfill the philosophy of a comprehensive regional institution, the campus provides tuition at in-state rates for students from seven counties in Kentucky via reciprocity agreements (1597). IU Southeast also participates in Kentuckiana Metroversity, Inc. (1574), a consortium of eight Louisville institutions where students at participating universities can, after meeting eligibility requirements, take courses at other member institutions while paying the rate of tuition from their home campus (1545).

The mission statement is supported by the 2016-2021 IU Southeast Strategic Plan (0299), which articulates the campus’ intention to: 1) Promote academic and artistic excellence in a global context; 2) Improve student recruitment, persistence, and success rates; 3) Enhance the enrolled student experience; 4) Create structures that enable faculty and staff to thrive; 5) Increase community engagement and economic development; and 6) Implement and utilize technology to advance the overall mission of the institution. The continued development of student support services, which are outlined in more detail in 3.D.1., arises out of the second and third initiatives stated above and forms a key part of improving student persistence and success at IU Southeast, while also enhancing student experience on campus. The campus continues to track its progress in meeting the initiatives outlined in the Strategic Plan (2773).

### 1.A.3.

The budget season commences in January of each year, when the chancellor sends a campus-wide e-mail with a budget update and priorities for the upcoming year (2318). Since 2014, the chancellor's annual budget e-mail has communicated the following strategic priorities to the campus community:

- Support for programs and services that lead to student retention, success, and completion, by helping us to keep our students on track academically until they graduate.
- Support for innovative, collaborative, and online/hybrid academic programming. This may include proposals for undergraduate and graduate-level degrees in new subject-areas that will attract students, meet economic development needs, and help us to better serve our mission as the liberal and professional education provider in our region.
- Support for programs and services that help us to better reach specific student-populations such as veterans, first-generation students, graduate students, high school students, adult and returning students, working students seeking professional development, or community members seeking lifetime learning opportunities.
- Support for programs and services that help us improve engagement in all areas – student engagement, faculty engagement, staff engagement, and retiree engagement; as well as engagement of IU Southeast students, faculty, and staff with our broader community, including alumni, K-12, businesses, and our citizenry.
- Support for programs and services that help us to improve our operational effectiveness and efficiency, in which we leverage resources across the campus in partnership with other IU regional campuses, university administration, or others throughout the university. This may also involve partnerships in our community with businesses, foundations, and other institutions of higher education.

Within two weeks of the release of the chancellor's budget e-mail, Accounting Services will send the Budget Planning Guide (2035) to all account managers and delegates. The Budget Planning Guide provides detailed instructions, forms, and reference materials to help account managers (deans, directors, and unit leaders) prepare their budget requests for the upcoming cycle. Specifically, account managers must indicate how their budget request(s) will support unit, campus, and strategic plan goals. Account managers must also provide executive summaries of the most recent programmatic assessments and program reviews for their school or department. Lastly, account managers must provide a formal assessment of funding provided during the prior year budget allocation process (for examples of request forms requiring assessment data, please see: 2065; 2780). This process provides a strong linkage between budget planning, assessment, strategic planning, and campus mission, and the process continues to evolve.

See also Criterion 5.C.1.

## Sources

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- (1545) Website - IU Southeast Office of the Registrar Registration Information Metroversity and ROTC Information - 26 June 2018
- (1564) Website - IU Southeast Academic Affairs About Us Reporting Units - 26 June 2018
- (1574) Website - Kentuckiana Metroversity About - 28 June 2018
- (1597) Website - IU Southeast Admissions Kentucky Students - 28 June 2018
- (2035) Resource - IU Southeast Budget Planning Guide Fiscal Year 2019 - 30 January 2018
- (2065) Resource - IU Southeast Fiscal Year 2020 (FY20) Request for Funding Form - 28 November 2018
- (2318) Email - Annual Budget Construction for Fiscal Year 2020 from the Office of the Chancellor - 29 January 2019
- (2332) Website - IU Southeast Mission Vision and Values - 15 February 2019
- (2383) Data - Spring 2019 Census Quick Facts - 28 January 2019
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- (2495) Resource - Indiana Commission for Higher Education (ICHE) Master of Arts in English Approval - 14 June 2018
- (2496) Resource - Indiana University Academic Affairs Memorandum of Agreement for Phase 1 of the Development of a Collaborative Academic Program (MS in Criminal Justice) - 11 November 2015
- (2497) Resource - Indiana Commission for Higher Education (ICHE) Master of Science in Criminal Justice Approval - 18 June 2018
- (2677) Resource - IU Southeast 2018-2019 Fact Brochure - 11 April 2019
- (2678) Self-Study - IU Southeast Self Study Report 2009 (pp. 1.1-1.37 Criterion One) -16 December 2009
- (2679) Minutes - Indiana University Board of Trustees - 04 November 2005
- (2680) Minutes - Indiana University Board of Trustees - 16 June 2017
- (2681) Agenda - IU Southeast Faculty Senate - 06 April 2017
- (2773) Strategic Plan - IU Southeast 2016-2021 Strategic Plan with Status Towards Completion Notes and Documented Support - 18 July 2019
- (2774) Data - Fall 2018 Census Quick Facts - 30 August 2018
- (2780) Resource - IU Southeast Fiscal Year 2020 (FY20) Request for New Faculty Position Form - 02 August 2019.pdf

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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#### 1.B.1.

The mission statement of IU Southeast is articulated in a variety of formats, including:

- The IU Southeast Mission, Vision, and Values website ([2332](#))
- Printed and displayed posters ([2682](#); [2683](#); [2684](#))
- Printed and digital copies of the Strategic Plan ([0299](#))
- The digital IU Southeast 2017-2019 Bulletin ([2610](#))
- The digital IU Southeast Reference Book ([0821](#))

These public documents outline the university's purpose, vision, values, goals, and plans. During the 2017-2018 academic year, a series of listening-group sessions sought to ascertain the familiarity of the campus' internal constituents with the statement (revised in 2017 to emphasize community engagement), and to gauge how well they thought the institution is "walking the walk" of the mission (for listening group results, please see [1540](#); [1541](#); [1542](#); [1543](#); [1544](#)). These sessions yield important insights for ongoing informational efforts.

#### 1.B.2.

In 2016, IU Southeast printed copies of IU Southeast's mission, vision, and diversity statements, as well as the new strategic plan ([0299](#)). The plan identifies seven main goals, with supporting initiatives and action steps to implement them. The seven goals are:

1. Promoting Academic and Artistic Excellence in a Global Context
2. Improving Student Recruitment, Persistence, and Success Rates
3. Enhancing the Enrolled Student Experience
4. Creating Structures that Enable Faculty and Staff to Thrive
5. Increasing Community Engagement and Economic Development
6. Implementing and Utilizing Technology to Advance the Overall Mission of the Institution

IU Southeast's new goals and objectives fall in line with the revised mission and vision statements and demonstrate clearly the campus' emphasis on teaching excellence, student success, and

community engagement. IU Southeast's Core Values (2684), constructed in 2010, further emphasize IU Southeast's regional mission as a teaching university dedicated to student success and community engagement. IU Southeast's Core Values stress:

- Creating a Nurturing Environment—Honoring diversity, innovation, loyalty, teamwork, mutual respect, and fair play. We work together to create a culture of inclusion and dignity for all.
- Holistic Learning—Providing a rich educational environment of academic excellence that extends beyond the classroom and supports students in reaching their full potential.
- Integrity—Doing the right thing and being direct in our dealings. We steward our resources by acting conscientiously in our decision-making and behaving ethically.
- Connectedness—Engaging with and supporting the many communities to which we belong, and serving them efficiently and knowledgeably.

### **1.B.3.**

IU Southeast's mission documents are broad and aspirational, but explicitly identify the scope of our programs and services. The mission statement explicitly refers to IU Southeast as “the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville metropolitan area. As a public comprehensive university, IU Southeast provides high-quality programs and services that promote learning and prepare graduates for productive citizenship in a diverse society and contributes to the intellectual, cultural, civic, and economic development of our region.”

As our mission documents note, IU Southeast serves “Southern Indiana and the Greater Louisville metropolitan area” and seeks to provide students with the education needed to live consequential lives in a diverse society. IU Southeast therefore affirms a broad and inclusive focus for a diverse set of constituencies.

## **Sources**

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- (0299) Strategic Plan - IU Southeast 2016-2021 Strategic Plan - 10 August 2016
- (0821) Resource - Indiana University 2015-2016 Reference Book - 04 April 2017
- (1540) Data - IU Southeast Community Engagement and Service Learning Carnegie Classification Committee Listening Group Results - 27 April 2018
- (1541) Data - IU Southeast Community Engagement and Service Learning Carnegie Classification Committee Listening Group Results - 11 January 2018
- (1542) Data - IU Southeast Community Engagement and Service Learning Carnegie Classification Committee Listening Group Results - 26 October 2017
- (1543) Data - IU Southeast Community Engagement and Service Learning Carnegie Classification Committee Listening Group Results - 07 February 2018
- (1544) Data - IU Southeast Community Engagement and Service Learning Carnegie Classification Committee Listening Group Results - 23 January 2018
- (2332) Website - IU Southeast Mission Vision and Values - 15 February 2019
- (2610) Website - IU Southeast Bulletin 2017-2019 Mission and Vision - 31 March 2019
- (2682) Resource - IU Southeast Mission Poster - January 2019
- (2683) Resource - IU Southeast Vision Poster - January 2019
- (2684) Resource - IU Southeast Core Values Poster - January 2019

## 1.C - Core Component 1.C

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

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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#### 1.C.1.

Not only does the IU Southeast mission recognize the diversity inherent within a multicultural society and the necessity to produce graduates who can be productive citizens within such a context, but so too does the official IU Southeast Diversity Statement ([2332](#)). It reads:

*Diversity is the valuing and respecting of difference, including socio-economic status, race, religion, gender, gender identity, sexual orientation, disability, veteran status, cultural and international origin, and other groups traditionally underrepresented at the university and in society. We grow and evolve as a university through seeing equality and representation as a goal and human right for everybody. Indiana University Southeast is committed to recruiting students from diverse populations and to making the climate and curriculum welcoming and equitable. Students will leave the university with a raised level of awareness of the history of equality and difference and attain international awareness, so that their understanding of academic disciplines, society, and the workplace will be enhanced, and they will be receptive to and promote valuing and respecting difference in their lives and in the workplace.*

Similarly, Initiative 1.11 of the 2016-2021 Strategic Plan ([0299](#)) demonstrates IU Southeast's recognition of and commitment to diversity via its action step to "set goals to achieve representational diversity" on campus. The strategic plan does not only focus on serving diversity on campus, but also highlights the importance of diversity within IU Southeast's outreach efforts, as is reflected in Initiative 3.7.

The Office of Academic Affairs, overseen by the campus' Chief Academic Officer, publicly discloses on its website its commitment to "fostering diversity for faculty and their students" ([2688](#)). This commitment has led to the active development of Diversity Initiatives across campus. Several of these initiatives are discussed below, but it is worth highlighting the development of Diversity Plans for the School of Arts and Letters ([2689](#)), the School of Education ([2690](#)), the School of Natural Sciences ([2691](#)), the School of Nursing ([2692](#)), and the School of Social Sciences ([2693](#)). These plans outline the Schools' contributions to diversity vis-a-vis the efforts of Academic Affairs. In addition, Administrative Affairs ([2694](#)) and Student Affairs ([2695](#)) have both developed Diversity Plans to highlight their respective departmental contributions to diversity at IU Southeast.

IU Southeast recognizes and addresses its role within a diverse, multicultural society. Please see Criterion 1.C.2. for direct examples of processes and activities implemented in response to this recognition.



Diversity, in its broadest sense, is a fact of life at IU Southeast. Ethnic and gender diversity are apparent and fully 30% of students are classified as “nontraditional” (2774). The student body includes a significant number of military veterans, working people, and professionals. Respecting both the aspirations of our students and the challenges that many of them face, we endeavor to provide flexible programming, including evening classes, as well as a growing number of online and hybrid courses and degree programs (1587).

A diverse campus population has an important role to play in student success for under-served students. At IU Southeast, several initiatives contribute to promoting equity and diversity in our community. This includes a Council on Diversity and an Office of Equity and Diversity that reports directly to the chancellor. The efforts are working. IU Southeast has grown minority tenured and tenure track faculty by 71%, from 17 in 2005 to 29 in 2016 (2375). The percentage of minority professional and bi-weekly staff increased from 7.8% in 2005 to 10.7% in 2016. This includes full-time appointed (no temporary or temporary student workers) employees. Degree-seeking, minority student enrollment increased from 6.8% in 2005 to 16.7% in 2018 (2775).

### **Chancellor’s Advisory Council on Diversity**

The Chancellor’s Advisory Council on Diversity is comprised of faculty, staff, and students appointed annually by the chancellor (2633). Three diversity coordinators lead the Council: the dean of students, the director of staff equity and diversity/title IX deputy, and an appointed faculty member. The Council also includes the chancellor and chief of staff. All campus community members are invited to offer suggestions to any council member. This group meets monthly during the fall and spring semesters. The Chancellor’s Advisory Council on Diversity is charged to:

- Advise the chancellor and the chancellor’s cabinet regarding diversity plans and priorities.
- Work with and advise campus community partners on implementation of campus diversity plans.
- Serve as a high-level think tank to make recommendations to cabinet-level leadership.
- Provide a mechanism for information sharing and programmatic coordination of diversity efforts across the campus.

### **Office of Equity & Diversity**

The Office of Equity & Diversity (1643) promotes confidential, fair, and equitable treatment for students, staff, and faculty. The value of diversity is encouraged through consultation, community outreach, education, training, and hiring strategies. Collaborative efforts with the offices of Human Resources and Academic Affairs promote compliance with university policy and Affirmative Action/Equal Employment Opportunity guidelines.

Discrimination and harassment complaint processing, legal compliance training (Title IV & Title IX), and best practices for employee recruitment are services provided by this office (0290; 2700; 2736; 2738). The Office of Equity and Diversity attempts to resolve all complaints of discrimination internally in a fair and equitable manner. The Office of Equity and Diversity does this by:

- Conducting a fair and objective investigation into the allegations of discrimination, harassment and/or sexual misconduct;
- Making recommendations for appropriate action to persons of authority in the department or unit involved based on the results of the investigation;
- Notifying the Vice Chancellor and/or the Complainant and Respondent of the university's

- action;
- Handling conflict resolution through consultation, training, and/or mediation;
- Facilitating equal opportunity/affirmative action training workshops and distributing compliance materials.

The Office of Diversity at IU Southeast “is committed to making the university a welcoming, inclusive, and diverse environment in and outside the classroom,” and it supports initiatives and programs that actively support the diversity efforts of the campus. The office includes the Director of Staff Equity and Diversity, the Faculty Diversity Coordinator for Academic Affairs, and the Student Diversity Advocate ([2696](#)), all of whom help to support the diversity needs of students, faculty, and staff at IU Southeast.

### **Chancellor’s Diversity Award**

The Chancellor’s Diversity Award is given annually to one faculty or staff member to recognize exceptional performance in promoting and enhancing diversity efforts on the IU Southeast campus. It will support IU Southeast employees and units with innovative projects for advancing the diversity agenda outlined in the IU Southeast strategic and diversity plans. Recipients of this award are recognized publicly and receive a small stipend to use at their discretion to support a diversity initiative of their choice ([2586](#); [2587](#)).

#### **1.C.2.**

IU Southeast’s vision to be an outstanding, top-tier regional university is based on its core values, including a nurturing environment that fosters a caring campus community that honors diversity, innovation, teamwork, mutual respect, and fair play ([2332](#)). Its long-term vision for diversity is to be an inclusive and equitable campus with innovative and exemplary efforts and to become a model for the support of diversity in Southern Indiana. By working together to create and sustain a culture of inclusion and dignity for all and respect for difference, the campus will gain an edge in educational and research opportunities for all faculty and staff and in preparing students for living and working in an increasingly diverse and global society. Through a methodology known as “diversity mapping,” Halualani & Associates, an outside consultant hired by Indiana University, examined all of the diversity efforts created and implemented by IU Southeast from January 1, 2010 through December 2015 ([0410](#)).

Such a mapping is similar to “asset mapping” or an analytical process through which a past record of activity is examined in order to identify strengths, resources, and untapped opportunities. In such a mapping, a “diversity effort” was defined as “any activity or program that promotes the active appreciation of all campus members in terms of their backgrounds, identities, and experiences, as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation, and language, among others, as well as any activity or program that brings together any of these aspects.” Through the diversity mapping analysis, Halualani concluded that IU Southeast produced a significant record of activity in diversity, equity, and inclusion efforts from 2010 to 2015. IU Southeast engaged in 220 diversity efforts over the five-year assessment period. According to Halualani & Associates, “This amount is equivalent to what we have typically found in the last eight years for larger-sized colleges and universities that house approximately 18,000 - 25,000 students. While the quantity of efforts reflects on IU Southeast’s diversity and inclusion ‘work,’ the fact that 95% (209) of these diversity efforts are primarily focused on diversity or centrally designed to promote and address diversity, inclusion, and or equity, indicates that IU Southeast’s diversity efforts are of higher quality and represent much

more than ‘diversity window-dressings.’

Halualani & Associates assessment revealed the following key findings:

- IU Southeast has demonstrated a commitment to diversity through completed diversity efforts and activities.
- All of IU Southeast’s main divisions are involved to some degree in its diversity efforts.
- IU Southeast has contributed a multitude of diversity effort types while also pursuing a diversity-centered strategic focus.
- IU Southeast’s commitment to and action towards diversity and inclusion over the last five years has been internally motivated.
- IU Southeast is strongly positioned in a diversity action stage with an “eye” towards diversity impact assessment.
- IU Southeast’s diversity efforts are mostly specific group-focused as opposed to being overly “broad.”
- As a unique finding, IU Southeast’s diversity efforts define and frame diversity in more complex and advanced ways than other campuses.
- IU Southeast’s efforts feature a blend of approaches to diversity with a major focus on the active appreciation of cultures and perspectives.
- IU Southeast’s diversity-related events mostly engage campus members (and students) on critical framings of diversity in terms of power differences, structured inequalities, and social injustices as well as perspective taking.

The Indiana University (Bloomington) Office of the Vice President for Diversity, Equity, and Multicultural Affairs collaborates efforts with diversity officers university-wide to collect and publish data that measures progress in specific areas Halualani highlighted as optimal action zones for the next five years (2375). The annual report focuses on diverse student enrollment, retention, and graduation rates, and the recruitment/retention of diverse tenured and tenure track faculty. This will be implemented through Initiatives II.1.5, II.1.6, III.1.2, III.3.5, III.3.6, IV.2.6, and V.6.2 of the 2016 – 2021 Strategic Plan (0299; 2747).

As a result of the first strategic plan, IU Southeast diversity efforts included:

- The implementation of the Chancellor’s Diversity Award annually;
- Diversity fellows positions, ADIE (1575), and hosting diversity symposia, financed by \$122,000 in diversity funding from IU’s President;
- The promotion of cultural trips led by faculty, diverse student leadership conference attendance, and safe zone trainings due to the awarding of the annual diversity fund budget starting in 2010-2011.
- The promotion by Campus Activities Board and other groups of regular Black History month and Hispanic Heritage month events;
- The development of a \$5,000 Minority Scholarship Award;
- The administration of the 2011 Diversity Climate Survey (2742).

The campus began the Reduce Bias in Language campaign in 2013 to promote a more welcoming environment in classrooms (2491) to support the strategic plan and the findings of the climate survey. More emphasis has been placed on diversity programming through a special Diversity Events web calendar (2744), diversity-related general education courses (2322), and a Diversity and Intercultural Competency Certificate program (2740).

The campus minority enrollment in Fall 2018 was 16.9 percent compared to 9.7 percent in 2008 (2748). This has reflected the campus's significant increase in minority/diversity events, from 24 events in 2008 to 155 events in 2018 (2745). This increase was reflected in the Halualani Report (0410) which observed expanded efforts beyond Campus Life and the Common Experience activities. Additional efforts include events by academic student organizations, diverse student groups, forums by academic schools, the Ogle Center, multicultural guest speakers, service projects, speech contests, international education and study abroad promotion, and professional development speakers (reflected in the previous annual report to Board of Trustees: 2743). Since 2013, IU Southeast has dedicated a full-time person to support the 21<sup>st</sup> Century Scholars program to address low-income students in the areas of involvement, advising, career development, and financial literacy. The first year retention rate for first-time, full-time, degree-seeking 21st Century Scholar recipients increased from 53.8 percent in 2012 to 59.8 percent in 2017 (2777; 2778), the latter comparable to the campus average of 59.1 percent. While we do not yet have 6-year graduation rates from our most recent cohorts, the 6-year graduation rate of these Scholars was 25.2 percent for the 2008 cohort compared to 26.0 percent for the latest cohort (2375; 2746). In 2017, IU Southeast implemented a bias incident reporting system online to address behaviors such as insensitive or offensive remarks, micro-aggressions, harassment, or other discriminatory concerns reflected in preliminary findings of a second Diversity Climate Survey administered in 2018 (2741).

From a curricular standpoint, IU Southeast provides curricular and co-curricular opportunities for students to develop strong competencies for working and living as engaged, contributing members of a global society. For example, IU Southeast's General Education (1709) curriculum embraces Diversity as one of its learning outcomes, encouraging students to effectively:

1. Articulate multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups
2. Articulate the social and cultural influences that shape multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups.
3. Evaluate multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups.

Also, the aforementioned Schools' Diversity Plans (see Criterion 1.C.1.) reflect attention to diversity within programmatic curricula across campus, and many programs contain courses with diverse themes.

IU Southeast also recognizes diversity in how students differ in their preparedness for entering college and that some face significant challenges as they begin their university studies. The Student Success Center (1612) provides educational support services (1550), tutoring (1614), testing services (1613), video tutorials (1616), and supplemental instruction (1609). Disability Services (1523) works with students with diagnosed learning disabilities, emotional health disabilities, chronic health disabilities, and sensory impairments, so that their educational needs may be met (1566). To assist all of our students in transitioning to college life, the Advising Center for Exploratory Students (ACES: 1513) encourages students to identify their strengths and explore their interests as they begin to define their educational goals (1510). Our Center for Mentoring (1517) pairs students with a faculty or staff member to help guide them through their university career (1506). Additionally, the First Year Experience is designed to provide a high level of support to assist incoming students with the academic, social, and personal adjustments needed for a successful transition to IU Southeast (1586; 1960).

In order to more fully meet the needs of our diverse student body, the Adult Student Center (1576) provides a gathering place and resource hub for older or nontraditional students (1607). Veteran Services (1615) works to support the success of present and past military personnel, as well as their family members, while on their college journey. Numerous other campus organizations, governed by students themselves, represent active forums of understanding and support (1604). The Children's Center (1579) helps parents begin or continue their university education in pursuit of a degree or certificate. Personal Counseling Services (1605) are available to all IU Southeast students at no charge.

According to the 2018 Gallup Undergraduate Scorecard (2047), 65 percent of alumni surveyed between 1990 and 2017 said that IU Southeast is a "good place" for racial and ethnic minorities, and 51 percent said the same for LGBT students. (The balance, 32 percent and 47 percent, respectively, was a finding of "don't know".) Additionally, according to our most recent Graduating Student Survey (administered upon application for graduation), when asked if our graduates have serious conversations with people of different races or ethnicities, forty-eight percent said 'often' and forty-three percent said 'sometimes' (total: 91%) (2776).

Our faculty, staff and students also recently completed our IU Southeast 2018 Campus Climate Survey. For the following questions, respondent totals of 'agree' and 'strongly agree' are combined and provided for each role. 'IU Southeast demonstrates a commitment to diversity', Faculty 87%, Students 83%, Staff 81%. 'IU Southeast has a diverse student population', Students 76%, Faculty 71%, Staff 66% (2741).

For additional information on IU Southeast's efforts to support diversity, please see Criterion 3.B.4.

## Sources

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## 1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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#### 1.D.1.

IU Southeast articulates its commitment to the public good via a number of published documents, including the Indiana University-wide Mission, Vision and Values Statements ([1533](#)) and the IU Southeast specific Mission, Vision, and Values Statements ([2332](#)). These statements speak not only to the university's critical focus on academic excellence, but also on other important public goods, including diversity, sustainability, access, affordability, economic development, and building strong connections with stakeholders throughout communities of service.

The IU Southeast mission statement reflects the understanding that the campus has public responsibilities. As the concluding sentences of the mission statement suggest, "We are committed to constructive engagement in our local and regional community, marshaling our institutional and human capital toward the strengthening of our region as a place to work, build productive lives, and ensure the prosperity of future generations" ([2332](#)).

Many of the campus' largest majors, including in the Schools of Nursing, Education, and Business, prepare students for careers that are generally pursued within the IU Southeast service region. Additionally, their internships and field experiences, many of which are brokered by the Schools themselves and/or the Career Development Center, take place within IU Southeast's service region ([2758](#)).

Further, the IU Southeast 2016-2021 Strategic Plan ([0299](#)) illustrates the understanding of the responsibility to serve the common good. Strategic Priority V calls upon IU Southeast to "Increase Community Engagement and Economic Development" and sets forth a series of ideals and initiatives in the service of this priority.

In addition, IU Southeast maintains an active Board of Advisors ([2653](#)), and faculty work closely with regional employers and constituents in developing new programs and degrees.

#### 1.D.2.

IU Southeast does not have investors, a parent organization (the campus is part of one University), or external interests.



### 1.D.3.

IU Southeast engages with its identified external constituencies and communities in a number of ways, while always doing so within the scope of our mission and capacities. One such example is the IU Southeast Library (1598) being open and accessible to the general public. Community members have borrower privileges at the library (1515) and can register for computer and internet privileges that allow them to access the many databases offered by the library. The library is also a congressionally designated repository for U.S. Government documents, with public access to the government documents collection guaranteed by law (1529).

The Applied Research and Education Center (AREC: 1514) brings the research skills and expertise of the university together with the practical knowledge and experience of local agencies to help organizations improve programming and services that benefit the community (1528; 1565). AREC currently provides evaluation services for Jump Start, a five-year Pre-K pilot program targeting low-income children in Harrison County, and works with the Jeffersonville Homelessness Initiative (1520). AREC's publications (1563), which are publicly available on its website, include "Vision 2025: A Strategic Plan to End Homelessness in Clark and Floyd Counties" (1573).

Another example is the IU Southeast New Neighbors Center (1553), launched in 2007 from within the School of Education. New Neighbors was created "as a means to develop a network among higher education, school districts, local schools, and educators with the goal of increasing the success of English Language Learners (ELLs)." A 2017 report on the success of this grant-funded program states, "New Neighbors operates in school districts experiencing significant demographic changes. This population comes from multiple regions of the world and brings diverse languages and cultures to the EL population in local schools" (1554). New Neighbors has undertaken a holistic approach, bringing families, most of whom do not speak English, into the educational process, and spurring the creation of the diversity programming in the School of Education. In 2013, the New Neighbors program joined with AREC to investigate the impact of investing in ELL education in Southern Indiana, and the resulting report is publicly available (1561).

IU Southeast has been proud to host, co-sponsor, and co-organize the Southern Indiana Human Trafficking Awareness Conference (1591), bringing together stakeholders from government, law enforcement, mental health, academia, and nonprofits, as well as survivors. This issue is of critical importance to our region, which due to its location has become a hotspot of this criminal activity. The conference has become an important place for people working on this problem to share experiences and ideas, and it generates publicity that helps to increase awareness among the public.

The Paul W. Ogle Cultural & Community Center (1599; 1601) offers the Duke Energy Children & Family Series of orchestra concerts and plays, providing cultural enrichment annually to more than 10,000 guests, a large number of whom are K-4<sup>th</sup> graders. In Spring 2018, the IU Southeast Theatre Department developed a performance for a series called "STEAM," which inspired an audience of 500 local young people to pursue education in STEAM fields (1602; 1603). The series is sponsored by Duke Energy with additional support from the Horseshoe Foundation of Floyd County and the Harrison County Community Foundation

Additional initiatives demonstrate that IU Southeast is engaged with, aware of, and responsive to its constituencies and communities of interest. These include:

- Efforts to secure Carnegie classification as a Service-Learning University as evidenced by the establishment of the Service Learning and Community Engagement Council (1581) and the

- Office for Community Engagement (1555);
- Closer relationships and transfer agreements with Ivy Tech Community College (1560; 1572) and Jefferson Community and Technical College (1516; 1519);
  - Strategic partnerships with other institutions, such as Sullivan University for pre-pharmacy (1594) and Purdue Polytechnic New Albany for the entrepreneurship certification (1623), to expand pathways to career preparation for area students;
  - The community service requirements in the M.B.A. (1590) and M.S.S.F. (1589) programs, through which students deliver 20 hours of specialized business services to a nonprofit in the region;
  - IU Bicentennial Oral History Project (1557);
  - The Center for Cultural Resources (1522; 1531);
  - Community book clubs offered at the IU Southeast Library (2685), the Floyd County Public Library (2686), and the Sellersburg Public Library (2687);
  - School of Education student-teaching relationships with area school corporations (1624; 2288);
  - Volunteer opportunities (1617; 1618; 1619);
  - Japanese Saturday School (1596) and other services (1608) offered through the Japan Center (1595);
  - The 55,000 Degrees initiative (1583);
  - Community art shows at the Ronald Barr Gallery (1578);
  - Fine Arts community engagement initiatives that connect campus and community through creativity (1580);
  - The Sanders Speaker Series (2477);
  - Public programming and events hosted by campus departments, such as Social Sciences on Tap (1610);
  - Public access to two grant funding databases, the Foundation Directory Online (1585) and the Grants to Individuals Online (1588), as part of a statewide access subscription managed through Indiana University;
  - Grant-funded projects to assist social uplift, including an Indiana University Grand Challenges Grant, “Feeding Minds, Building Community, and Eating our Vegetables,” that seeks to give students the skills to address food insecurity in underserved communities such as West Louisville, KY (1593);
  - Individual faculty and staff participation in the community through volunteer activities and philanthropic contributions and hours of service provided annually by students.
  - Registered participation in the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment & Rating System, (STARS). It is a self-assessment tool used by institutions of higher education to measure their progress in the area of sustainability progress. STARS will help IU Southeast set and meet sustainability goals while fostering collaboration and information-sharing across our campus, and with peers (2757).
  - The Sanders Chair in Business is a campus investment that is devoted primarily to the community. The Sanders Chair makes frequent presentations to the community and hosts the Annual Economic Outlook Breakfast (2763) and the Mid-Year Economic Outlook (2764). Both of these events, in addition to the Sanders Speaker Series (2477), are targeted to the community.

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## 1.S - Criterion 1 - Summary

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

### Summary

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IU Southeast, one of five regional campuses within Indiana University, is a public comprehensive university serving Southern Indiana and the Greater Louisville, Ky. metropolitan area. It provides high-quality programs and services that promote learning and prepare graduates for productive citizenship in a diverse society, and it contributes to the intellectual, cultural, civic, and economic development of our region. IU Southeast's mission documents (2332), including the 2016-2021 IU Southeast Strategic Plan (0299), were developed with input from across the campus community. They identify the over-arching objectives of our campus and the scope of our programs and services. They are accessible broadly in many forms, including the campus website and in print.

IU Southeast is engaged with and responsive to its varied constituencies and communities of interest. This is evident in our strong commitment to diversity, expressed in the Diversity Statement, which reads in part: *Indiana University Southeast is committed to recruiting students from diverse populations and to making the climate and curriculum welcoming and equitable.* The many initiatives that illustrate this commitment are reported and assessed for progress. Given that 30% of our students identify as "nontraditional," we respect both the aspirations of our students and the challenges that many of them face, and endeavor to provide flexible programming, including evening classes and a growing number of online and hybrid courses and degree programs. IU Southeast provides curricular and co-curricular opportunities for students to develop strong competencies for working and living as engaged, contributing members of our community, where the overwhelming number of them will remain after graduation--and the larger global society.

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