

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

8/21/2019

**Criterion 3**  
Teaching and Learning:  
Quality, Resources, and Support

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

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

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

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The institution's degree programs are appropriate to higher education.

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

### Argument

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#### 3.A.1.

IU Southeast confers degrees at the bachelor's and master's levels, and in some cases allows departing qualified students to receive an associate's degree. Credit hours for program completion are congruent with those required by other IU campuses and professional accreditation bodies. Bachelor of Arts and Bachelor of Science degrees require a minimum of 120 credit hours, 30 of which must be at the 300-400 level. Degrees awarded at the master's level require a minimum of 30 credit hours earned, with the Master of Arts in Mental Health Counseling requiring 60 (2224); Master of Business Administration, 37 (1349); Master of Science in Education for Elementary Education and Secondary Education, 36 each (2221; 2223); Master of Science in Education for Counseling, 48 (2222); Master of Interdisciplinary Studies, 34 (2225); and Master of Nursing, 39 (2227). (Please see the 2017-2019 IU Southeast Bulletin for complete listings of degrees and requirements: 2122.)

In alignment with Indiana University policy ACA-54 (2237), admissions standards at both the bachelor's and master's levels assure that incoming students are prepared to meet the academic requirements of their programs. These standards are publicly displayed on the IU Southeast Office of Admission's website (2123). Recent modifications of admissions requirements at IU Southeast went through the Faculty Senate (2611) and reflect a commitment to serve the regional population and to increase the number of college graduates within our service area.

Fully qualified high school applicants must have Indiana Commission for Higher Education Core 40 or Core 40 with Honors or Technical Honors (or 28 college preparatory high school courses for non-Indiana residents and those graduating prior to 2011) and at least a 2.0 GPA. Further, scores from either the SAT or ACT are required for those applicants who graduated from high school within the past two years - or who completed a GED and are 19 years of age or younger. Transfer students must have at least a 2.0 GPA to be admitted, and those transfer applicants with fewer than 26 credit hours are required to meet the standards for new incoming students. The School of Education requires

successful completion of the CASA Core Academic Skills Assessment exam if applicants do not meet the SAT or ACT requirements ([2577](#); [2578](#)).

Both Indiana University policy ACA-65 ([1923](#)) and Initiative 1.1 of the 2016-2021 IU Southeast Strategic Plan ([0299](#)) commit the institution to academic and artistic excellence in part through systematically evaluating academic programs, maintaining and expanding program accreditation, and improving curricula using a rigorous and effective assessment process. In addition to the continuous review process managed by undergraduate and graduate curriculum committees, programs undergo regular external review (See 4.B.). Several programs (e.g. Business, Nursing, and Education) go through professional accreditation in a regular cycle. Other programs have a defined review process and are currently on a rotational cycle ([1765](#); [1917](#)).

New courses are processed through Indiana University's remonstrance process, which entails review at the School, campus, and university level. The course requests are then published so that faculty may ask questions or raise concerns before new courses are adopted. Faculty may access the Remonstrance List via IU's central web portal: [one.iu.edu](http://one.iu.edu) ([2579](#)).

Our faculty/course evaluation system, eXplorance Blue, allows students to give feedback on their educational experience within each course ([2576](#)). This information serves as material for self-reflection, pedagogical recalibration, and conversations between deans and faculty members during the annual review process.

### **3.A.2.**

IU Southeast has established six common learning outcomes for all undergraduate students: written communication, oral communication, quantitative reasoning, reasoning about ethical questions or diversity, critical thinking, and information literacy. These learning goals are posted in the 2017-2019 Bulletin ([2240](#)) and on the IU Southeast General Education website ([1709](#)). General Education is addressed more fully under Criterion 3.B. Degree programs have also developed their own student learning outcomes appropriate for bachelor- and master-level students (e.g. [2529](#); [2530](#); [2531](#); [2532](#); [2533](#); [2534](#); [2535](#)), which are both discipline and level specific.

Degree proposals ([2765](#)) must include learning goals and assessment plans, a rationale for need, and a description of how the newly proposed degrees relates to existing degrees ([1760](#)). Degree proposals go through a general matrix for approval ([2300](#)) that takes into account Indiana Commission for Higher Education (ICHE) and accreditor requirements. Proposals are reviewed through the APPEAR system ([2403](#)) by:

- Department/Division/School
- University Graduate School (for graduate items)
- Campus Academic Officer and/or Chancellor
- Academic Leadership Council
- Indiana University President
- Indiana University Board of Trustees
- Indiana Commission for Higher Education (ICHE)
- Higher Learning Commission (HLC)

Certificate proposals go through more vetting than do degree proposals, and at this moment, no certificate that would have requested financial aid eligibility has been approved. Indiana University maintains that any certificate that would be financial aid eligible must show evidence that a student

will experience immediate improvement in their economic prospects. Furthermore, the Indiana Commission for Higher Education will not approve such proposals without this proof. Thus, IU and ICHE have built a firewall to assure that certificate-seekers will not find themselves indebted as a result of seeking these short-term credentials in the absence of undertaking a degree program.

### 3.A.3.

As is summarized in the 2016-2021 IU Southeast Strategic Plan (0299), the campus is committed to program quality, and learning goals for given courses are consistent across all modes of delivery and all locations. Modes of delivery include face-to-face, online, and hybrid. Locations include the main campus (see history of the campus: 2613) in New Albany and the Graduate Center (1779) for Business, Education, and Nursing in Jeffersonville, Indiana. The program curricula, course requirements, learning outcomes, assessment, and credentials of instructors are consistent, regardless of mode of delivery or location. The Advanced College Project (ACP) is a dual-credit program administered by IU Bloomington that demonstrates the university's commitment to local high schools. The ACP assures that the quality of instruction and program content taught in high schools are consistent with IU expectations, which themselves align with HLC and ICHE standards (1775; 1778). "Courses offered through the Advanced College Project are taught by Indiana University faculty who are approved and trained high school teachers who hold IU Bloomington adjunct lecturer appointments" (1777).

Faculty development support is offered for teaching using different modalities. For example, the Institute for Learning and Teaching Excellence (ILTE: 1559) offers local support for instruction of all types. In addition to face-to-face instruction, a variety of training sessions on hybrid and online teaching are available through ILTE, which has also incorporated Quality Matters (QM: 1409) training and rubrics within their guidance for faculty members working in the online realm. QM certification helps to build consistency for courses, regardless of the field. As of February 25, 2019, eighteen IU Southeast courses have received QM certification, the most of the Indiana University campuses (2580). ILTE also provides individual assistance as needed and offers regular teaching development symposia and workshops, often in conjunction with the Faculty Academy on Excellence in Teaching (FACET: 2614). For more detailed information and statistics on how ILTE facilitates teaching excellence for faculty at IU Southeast, in addition to how their efforts align with the campus' strategic plan, please refer to the department's annual reports from 2015 to 2018 (2573; 2574; 2575).

Additionally, since 2014, Strategic Excellence Grants (1669) have been made available to faculty at IU Southeast. These grants, funded by Academic Affairs, and administered by the ILTE focus on encouraging excellence in teaching in face-to-face, hybrid, and online courses. All full time IU Southeast employees with teaching responsibilities may apply. Those receiving a grant work one-on-one with trained peer reviewers to review and revise their course based on best practices in course design and delivery. All hybrid and online courses are then submitted for Quality Matters certification. All courses submitted for Quality Matters certification have received certification.

IU Southeast has begun the process to have an online course compliance policy implemented and adopted by the faculty. Early in 2019, a draft of the policy (2581) was composed by Academic Affairs, with significant input provided by the Faculty Senate Executive Committee. It was then sent to be deliberated by the Academic Policy Committee (APC). The committee members sent the policy out for review to each of their respective schools, after which recommendations were made. The APC, after taking suggestions from the schools and making further recommendations, voted to send the current draft on to the Faculty Senate for consideration and final approval, which occurred at its

April meeting. This policy, once implemented, will outline and facilitate quality vis-a-vis online learning by requiring, among other things: measurable learning outcomes, a five-year course review, and training for faculty teaching online courses. (Since the initial drafting of this assurance argument, this policy has passed through and was approved by the IU Southeast Faculty Senate: [2705.](#))

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## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Argument

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#### 3.B.1.

IU Southeast's General Education program reflects the university's mission to prepare its students for "productive citizenship in a diverse society" (2332). Society demands specialized knowledge contextualized more broadly than ever before; thus, our General Education program, consisting of 30 credits of required coursework, provides specific knowledge, skills, and intellectual breadth. It fulfills Indiana's Statewide Transfer General Education Core Agreement (2404) and provides a solid foundation for associate's and bachelor's degrees. (For a list of General Education approved courses, see: 2582.)

#### 3.B.2.

Following suggestions from the 2010 HLC accreditation visit, IU Southeast has articulated the purpose, philosophy, goals, and learning outcomes for its General Education program (1709; 1790). The campus embraces the notion of a set of common goals for an undergraduate education and recognizes that the means of attaining those goals will vary among degree programs. The coherence of an IU Southeast education lies more in the pursuit of these common goals than in the completion of common courses. The pursuit of these goals is a shared responsibility of faculty and students. Courses in the major contribute to general education and those in general education contribute to the major. Thus, all faculty members foster both the breadth and the depth of the education of all students in their courses. These common General Education goals include written communication skills, oral communication skills, quantitative reasoning, reasoning about ethical questions or diversity, critical thinking, and information literacy. Overall, the General Education program offers a broad education and develops a set of critical intellectual and communication skills.

IU Southeast developed this program and regularly reviews it through the Faculty Senate and its General Education Committee. The current program was approved in 2013 (reflected in Faculty Senate meeting minutes: [2612](#)). It has clearly defined procedures and policies for altering its philosophy, goals, and learning outcomes. Further, it has articulated procedures and criteria for approving and removing courses that fulfill or fail to fulfill its various goals, and faculty can submit electronic application forms to the General Education Committee to have courses either added to or removed from the course list ([1788](#); [1789](#)). Additionally, the committee continuously reviews general education courses on a cyclical timeline ([2557](#)) to help ensure that approved courses achieve their learning outcomes by requiring programs to submit assessment data to demonstrate their acquisition. These data are aggregated by the Office of Institutional Effectiveness (e.g. [2591](#)), submitted to the General Education Committee, and presented to the Faculty Senate in an annual report (e.g. [1950](#)).

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

These skills are embedded in IU Southeast's General Education program and are further developed during upper-division coursework, including capstone projects (for a listing of courses with descriptions, please see: [2504](#)).

IU Southeast's 2018 NSSE results ([2391](#)) provide an overview of how successful the campus is in engaging students in collecting, analyzing, and communicating information. One set of data collected in the NSSE asked students: *How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:*

1. Writing clearly and effectively: 77 percent of first year students and 83 percent of seniors responded *very much* or *quite a bit*.
2. Speaking clearly and effectively: 71 percent of first year students and 78 percent of seniors responded *very much* or *quite a bit*.
3. Thinking critically and analytically: 78 percent of first year students and 87 percent of seniors responded *very much* or *quite a bit*.
4. Analyzing numerical and statistical information: 58 percent of first year students and 72 percent of seniors responded *very much* or *quite a bit*.
5. Acquiring job- or work-related knowledge and skills: 61 percent of first year students and 76 percent of seniors responded *very much* or *quite a bit*.

For each of the classes of responses provided above, it is suggested that IU Southeast students continue to develop and hone their knowledge and skills as they progress through their academic careers, which can be inferred from the consistent increase in percentages from the first to the senior year.

### **3.B.4.**

Recognizing the value and importance of human and cultural diversity in the world, IU Southeast, as outlined in its mission ([2332](#)), 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 curriculum embraces diversity as part 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.

IU Southeast offers majors, minors, concentrations, and certificates in academic programs in subject areas with a strong focus on diversity. For example, the university offers baccalaureate programs in Modern Languages (1825) (French: 1813; German: 1815; and Spanish: 1816) and in International Studies (1818), and offers minors in International Studies (2762) and in Women and Gender Studies (1823). The Master of Interdisciplinary Studies (MIS: 1822) offers concentrations in Gender Studies (1814) and in International Studies (1819). IU Southeast further offers undergraduate certificates in Asian Affairs (1800), European Affairs (1811), Latin American Affairs (1821), Second Language Competency (1829), Sustainability (1834), and Women and Gender Studies (1802). The International Business concentration provides students with an understanding of international business principles as well as the languages and cultures of other regions essential for success in a global economy; regional tracks exist for Europe, Latin America, and East Asia. Individual courses and course components in Criminology and Criminal Justice (1803), Psychology (1828), Sociology (1831), and other fields are devoted to understanding cultural contexts and developing sensitivity to the diverse nature of the society in which knowledge will be applied. Beyond this, a number of courses have been approved for meeting the General Education requirement for reasoning about ethical questions or diversity (2582).

Students also have the opportunity to study abroad (1832) in over 50 countries under the auspices of the Indiana University Office of Overseas Study. Moreover, some resident faculty teach university courses that enable them and students to travel overseas. For example, the IU Southeast Field Biology program has enabled our students to travel and conduct research in 20 countries, including Brazil, Jordan, South Africa, and Tahiti. Course-related, faculty-led study trips have also brought students to locations such as Samoa, Wales, France, and Costa Rica. In addition, the School of Education offers the Summer in Ecuador program (1833) that offers participants, mostly teacher candidates, the opportunity to broaden their vision of global education and develop cultural awareness by living and teaching in the indigenous Andean village of San Gerardo. Overall, between 2011 and 2018, over 300 IU Southeast students participated in study abroad opportunities that took them across the globe to see human and cultural diversity firsthand (2527).

IU Southeast's Common Experience (1321) program regularly adopts diversity themes (2583). To illustrate, the 2018-2019 theme - *Think Global, Act Local* - urged people to consider the health of the entire planet and to take action in their own communities and cities (2452). A series of events in fall and spring encouraged students, faculty, staff, administrators, and members of the broader community to be socially and globally conscious. Likewise, the text for common reading was Kelsey Timmerman's *Where Am I Wearing?* By reading the book and attending the author's on-campus lecture, students were able to gain global insights from Timmerman's personal stories about visiting manufacturers in five countries that make the jeans, shirts, shoes, and other items that Americans typically wear. The efficacy of the Common Experience program, in terms of exposing students to diversity, can be demonstrated by survey data taken from Common Experience event attendees from 2016 to 2018 (2443). The report reveals that 94.5 percent of attendees agreed that attending the event exposed them to different views on the topic or theme addressed, and 90.0 percent agreed that attending the event encouraged them to evaluate their own perspectives on the topic.

Special events that speak to diversity themes include: the annual conference of the Association for Third World Studies, hosted by IU Southeast in 2016 (1801); a Social Sciences Forum addressing

diversity-related current events such as the Black Lives Matter movement (1830); and many of the poets, artists and musicians invited to perform at IU Southeast by the Campus Activities Board (CAB). In fact, CAB clearly states that its “mission is to provide the IU Southeast community with cultural, social, educational, and entertainment programs that are responsive to the diverse needs of... [the] university community” (1897). Additionally, the Office of Campus Life hosts various events for IU Southeast students, many of which are focused on diversity (see collection of event fliers from 2014 – 2019: 2584). The Campus Life 2018 annual report reveals that “diversity related programs increased by 6% to 155, up from 146 last year” (2585).

IU Southeast also supports diversity education through the Academy of Diversity and Inclusive Education (ADIE: 1575). It offers numerous diversity-related events (e.g. 1804); publishes the e-magazine *Transformations* (1809) as well as a diversity newsletter (1805); sponsors the campus’ Diversity Week (1810); and has hosted the Annual Diversity Research Symposium (1808). In 2016, the theme for the Diversity Research Symposium on campus was Diversity Climate Change (1807).

Faculty and staff are encouraged to foster diversity on campus through the Chancellor’s Diversity Award. Consisting of a \$500 stipend, the award “is given annually to recognize exceptional performance in promoting and enhancing diversity efforts on 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” (2586). To date, 12 people have received this honor (2587).

On April 6, 2017, IU Southeast was awarded the Brown-Forman Corporation Diversity Champion of the Year Award at the One Southern Indiana 29<sup>th</sup> ONE Awards “for its diversity and inclusion efforts” (1328).

Furthermore, the campus’ 2018 NSSE results (2391) provide additional insight into how well IU Southeast introduces its students to diversity of various types. When asked how much their experience at IU Southeast contributed to their knowledge, skills, and personal development in understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.), 67 percent of first year students and 66 percent of seniors responded *very much* or *quite a bit*.

### **3.B.5.**

IU Southeast faculty and students contribute to scholarship, creative work, and the discovery of knowledge in a variety of ways. Tenure-track faculty members are expected to produce scholarship and creative work for the purposes of tenure and promotion (2588), and the annual Faculty Research and Creativity Report (e.g. 2589), generated by Academic Affairs, highlights the scholarship and creative work being done by individuals at IU Southeast. This expectation not only extends to publications but also to conference presentations (for a list of conference presentation conducted by IU Southeast faculty, please see: 2769). Full-time faculty members are also eligible to apply for sabbatical leave in order to focus on scholarship activities (2590). Financially, faculty and student research is supported by Grants-in-Aid, Student Assistant Grants, and Summer Faculty Fellowships (1840), as well as external grants (1836) and travel funding. Between January 2009 and January 2019, \$774,975 were awarded to faculty through grant submissions (2669).

The campus now hosts two conferences that not only benefit IU Southeast faculty, but are also open to faculty from other universities. The first is the Adjunct Faculty Scholars Conference (1511), which is designed specifically for adjunct faculty. Only adjunct faculty can present at this conference, and full-time faculty may only present if they are co-presenting with an adjunct faculty member. The

second is the Scholarship of Teaching and Learning Conference (SOTLC: [2328](#)). This conference is consistent with the IU Southeast 2016-2021 Strategic Plan ([0299](#)) and is designed to bring further awareness of the scholarship of teaching and learning to IU Southeast faculty. Both of these conferences demonstrate that IU Southeast is consistently doing more to support scholarship among all its faculty.

IU Southeast faculty and students share their scholarship and creative work regularly at symposia and presentations, both on and off campus. Students are active in creating and presenting their scholarship and creative work at Indiana University's Undergraduate Research Conference ([1844](#)), taking top honors in 2017 ([2484](#)), and at the IU Southeast Senior Art Show ([1578](#)). In addition, for the past 15 years, undergraduate and graduate students have presented papers, projects, and posters at the annual IU Southeast Student Conference, the largest of its kind among the IU campuses. In 2018, 360 students presented, and 60 faculty members volunteered as judges and facilitators ([1846](#)). Additionally, the IU Southeast Undergraduate Research Journal and Graduate Research Journal provide avenues for students to formally publish the research conducted during their academic careers.

Besides the IU Southeast Student Conference and other state, regional, and national student conferences, IU Southeast students present at professional conferences, accompanied and supported by faculty members, where they are sometimes the only undergraduates presenting. A partial listing of professional conferences at which IU Southeast students have presented in recent years is contained in this attached document ([1845](#)). Since 2008, IU Southeast Honors Program students have attended the MidEast Regional Honors Association conference, where they present and have won awards.

To give the community an appreciation for the scholarly and creative contributions of both faculty members and students, the annual Authors & Artists Showcase presents research and creative work by IU Southeast affiliates ([1849](#)).

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## 3.C - Core Component 3.C

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

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

### Argument

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#### 3.C.1.

IU Southeast has sufficient numbers and continuity of full-time faculty to provide for high-quality instruction and fulfill its various non-classroom roles effectively. As of the 2017 IPEDS report, IU Southeast employed 427 faculty members, 202 of which are full-time faculty (47%), and, of those, 133 were tenured or tenure-track (66%) (2595). Based on these numbers, the campus currently has a student to faculty ratio of 14:1 (2593), which is an improvement to the 17:1 ratio during the campus' last accreditation visit in 2010 (2596).

Faculty monitor academic credentials through the search and screen process (2736). The foundation for faculty credentials rests with the Higher Learning Commission and other specialized accreditation agencies. Program faculty also determine experience required for faculty who are qualified through Tested Experience. The IU Southeast Faculty Manual (see page 18: 2242) outlines expectations:

*Except in rare situations approved by the executive vice chancellor for academic affairs, academic appointees who teach undergraduate courses will have at least the master's degree, and those who teach graduate courses will have an appropriate terminal degree. Therefore, non-tenure track faculty members with master's degrees are eligible to teach undergraduate courses for which their graduate training has prepared them. They may be eligible on a case-by-case basis to teach graduate courses in their areas of specialization should the need arise. Teaching of graduate courses by non-tenure track faculty must be approved by the dean of the school that offers the graduate degree. Preference in graduate teaching assignments should be given to faculty members who hold doctoral degrees. These principles are consistent with accreditation standards that generally require that a person hold a degree at least one level above that being sought by his or her students.*

As outlined in the IU Southeast Faculty Manual (2588), tenured and tenure-track faculty have three general expectations for promotion and tenure purposes: teaching, scholarship, and service. Lecturers follow the same guidelines as those for tenure-track faculty except that they are evaluated on teaching and appropriate service and are not evaluated on scholarship. In order to meet the criteria for promotion, a candidate's performance shall normally be excellent in one area and at least satisfactory in the other area(s) evaluated.

The Indiana University Faculty Handbook (See Faculty Authority: 2594) and the IU Southeast Constitution and By-Laws of the Faculty Senate (1726) outline that it is the responsibility of the faculty to exercise oversight over curricula, including its establishment, review, and revision. There is a well-established committee structure that follows agreed upon processes for evaluating curricula proposals. (See Criterion 3.A.1.) The channels of review ensure that communication and input is consistent and comprehensive.

The university's culture of assessment requires faculty to articulate expectations for student performance at the course and program levels and in general education. Performance standards are established through a multi-layered, faculty-driven process that involves programs, schools, the Academic Policies Committee, and the Faculty Senate.

Through a defined committee process (2505), the Faculty Senate maintains oversight of curricular review, program development, general education, campus admissions, and graduate programs. The faculty own the curricula, and both Faculty Senate and school committees maintain them, with the intention of continuously improving the quality and timeliness of the educational offerings to our students.

### 3.C.2.

Deans, through their program coordinators, verify full and part-time faculty qualifications at the time of hiring and periodically thereafter, and records are maintained in the Office of Academic Affairs (1850; 2242). The university has developed an on-going process to ensure all instructors remain appropriately qualified to teach their assigned courses. For example, deans or their coordinators are required to complete the Academic Affairs Faculty Check Sheet (1867), attach appropriate documentation, and submit the paperwork for review to the Office of Academic Affairs. These steps should be done prior to the beginning of the new faculty member's first semester at IU Southeast. Faculty members are not added to payroll in the absence of such documentation.

The qualifications of dual-credit instructors are centrally administered by IU Bloomington through the Advanced College Project (ACP). As a result, dual-credit instructors, as adjunct faculty, are evaluated by the same standards as other part-time faculty employed by Indiana University. In light of this, the IU Southeast Office of Admissions clearly states that dual credit may only be accepted from high schools with IU-certified instructors (1778).

### 3.C.3.

The IU Southeast Faculty Manual (2597), in addition to IU policies ACA-21 (1853) and ACA-25 (1854), outline established institutional policies and procedures for regular review. At the beginning of each calendar year, full-time faculty complete and submit annual reports using Digital Measures Activity Insight (for example report, see: 2599.) These reports cover all teaching, scholarship, service, and professional development activities throughout the previous year. These reports become part of faculty members' personnel files and are used to help justify reappointment, promotion, and

tenure. In the spring of each year, the deans of each school review the annual reports of their faculty members and conduct interviews in which the previous year's activities are discussed and evaluated. Written copies of these annual reviews are housed within the schools' files and within the personnel files maintained by Academic Affairs.

Adjunct faculty instructors are evaluated regularly in accordance with established institutional policies and procedures. While full-time faculty are reviewed annually through the annual reporting process and undergo reviews for promotion, part-time faculty do not follow the same annual reporting process and do not receive promotion reviews. While this policy (2766) provides campus-level expectations for part-time faculty reviews, units or departments may establish additional review expectations. This policy requires:

- Face-to-Face Instruction: Program coordinators review the course materials and conduct a classroom observation during the first semester of teaching. This ensure that adjunct faculty members receive immediate feedback in terms of performance and opportunities for improvement.
- Online Instruction: Program coordinators review the online course during the first semester of teaching.
- Student evaluations of teaching are reviewed annually by program coordinators and deans.
- Summaries of peer evaluations and reviews of materials conducted by program coordinators must be submitted to the Schools and the Office of Academic Affairs.

All instructors are highly encouraged to administer course evaluations at the end of each semester (2336), and tenure-track faculty members are expected to include evaluations of teaching within their dossiers when applying for tenure and promotion (2598). The university has adopted a standardized system for student evaluation of teaching using eXplorance Blue. This system allows the instructor to select appropriate questions from a lengthy master list of questions. Every part-time faculty member is required to have a student evaluation for each section taught and every full-time faculty member is encouraged to do so.

### 3.C.4.

IU Southeast devotes resources to ensure that instructors remain current in their fields, that they are pedagogically skilled, and that they are supported through opportunities for professional development. The primary resource for faculty support at IU Southeast is the Institute for Teaching and Learning Excellence (ILTE: 1559), which provides consultations (1567), training (2510), and resources (1556) for all modes of instruction offered at IU Southeast. All newly hired faculty attend a multi-day orientation run by ILTE, where they learn from experienced colleagues about syllabus construction, the use of the IU course management system (Canvas), and other topics essential to teaching success on the campus (e.g. FERPA and ADA). ILTE also provides Online Faculty Professional Development Modules and other helpful resources that contain information, handouts, primers, and advice on a host of topics, including the effective deployment of the flipped classroom. ILTE offers regular workshops, institutes, consultations, resources, and other opportunities to help faculty members deploy the most effective and appropriate pedagogies for the contexts in which they are teaching (see ILTE annual reports for further information: 2573; 2574; 2575). Additionally, the ILTE Teaching Mini-Conference (2436) is held on campus before each fall semester, and the Scholarship of Teaching and Learning Conference (2328) is held annually in September.

IU Southeast is committed to supporting the professional development of our adjunct faculty members. In addition to being invited to partake of each of the opportunities outlined above,



the Adjunct Faculty Scholars Conference ([1511](#)), launched in 2016, gives these colleagues an opportunity for professional development that encompasses their specific experiences and needs on our campus. This conference has grown steadily since its inception and now draws part-time instructors from other institutions in the region, both as attendees and as co-organizers whose input influences the themes and organization of the event.

There are also financial opportunities that instructors can apply for and utilize in order to enhance their teaching efficacy. For example, the Improvement of Teaching Grant ([2600](#)) consists of an award of up to \$1,000 that can be used for professional development. Vetted and administered by the Improvement of Learning Committee, a Faculty Senate Committee, the Improvement of Learning Grant requires applicants to prepare a project proposal that outlines, among other criteria, potential to improve learning proficiency, number of students involved or affected, and presence of a mechanism for teacher evaluation. Between 2015 and March 2019, \$15,498.26 has been awarded through the Improvement of Teaching Grant ([2608](#)).

A further financial opportunity that instructors can utilize is the Summer Faculty Fellowship in Teaching, which is another financial award overseen by the Improvement of Learning Committee. Funds, capped at \$8,000, are awarded for “significant projects that bring innovation or new methodologies to the classroom, assess the effectiveness of these innovations or methodologies, and have the potential to enhance student learning, persistence, or success” ([2601](#)). Between 2015 and March 2019, \$56,000 has been awarded through the Summer Faculty Fellowship in Teaching ([2609](#)).

Additionally, IU Southeast supports development through conference attendance and presenting (for a complete listing of conference presentations by IU Southeast faculty from 2013 to 2017, please see: [2769](#)), and the campus consistently awards sabbaticals annually, which also demonstrates a commitment of the campus to support faculty in maintaining currency in their disciplines (please see page 38 in the IU Southeast Faculty Manual: [2590](#)).

### **3.C.5.**

Since teaching is the primary mission of IU Southeast, the majority of faculty time is devoted to the student. The Faculty Senate has recognized that consultation with students is an important part of instruction and has established guidelines for office hours that are outlined in the Faculty Manual (see: [2602](#)). All faculty members should hold regular weekly office hours, though these may also be accomplished through technological means, when necessary, to accommodate students. For faculty teaching in studio, lab, or clinic settings, extensive in-class consultation may serve in place of office hours. Faculty members also see students by special appointment as needed. To meet the needs of commuting students, faculty members are urged to hold office hours immediately before or after a class meeting in each course, if possible. Likewise, instructors of online courses are asked to arrange specific times when they will be available online. Office hours and other meeting details are posted at a faculty member’s office, studio, or other location of work; on the course syllabus; and on Canvas and other course websites.

Results from the Fifth Week Survey ([2605](#)) suggest that 72.69 percent of students met with at least one faculty member, thereby demonstrating that IU Southeast faculty are accessible to their students.

In Spring 2018, the Office of Academic Affairs convened a vanguard mentoring group to explore ways to more fully engage faculty in mentoring students. The group, which continues its work, has been seeking to share best practices among faculty as a means of expanding faculty members’ notions

of the ways they might most profitably interact with students. Additionally, in Spring 2019, Academic Affairs convened a short-term task force to prepare a set of recommendations to the Executive Vice Chancellor. The task is to prepare a mandate by which all members of the IU Southeast community see themselves as important players in each other's education.

### 3.C.6.

At IU Southeast, every position has a description that includes a job summary, primary duties and responsibilities, required qualifications, and preferred qualifications. Applications are completed online through the PeopleAdmin system (for PeopleAdmin manual, see: [2615](#)), and the search process is managed by committees or hiring managers with consultation from the Human Resources Department. (Procedures are outlined in the Academic-Professional Recruitment and Search Guide: [2736](#)). All staff members participate in a performance management program that includes self-evaluation, goal setting, past performance review, and a discussion with a supervisor about opportunities for development ([1911](#)).

Training is systematized within departments, based on the specific competencies of those departments. For example, within the Department of Financial Aid, every member of the team has a membership to the Indiana Student Financial Aid Association (ISFAA) and can utilize training opportunities through the organization: e.g. National Association of Student Financial Aid Administrators (NASFAA) credentialing opportunities. The department alternates counselor attendance at training conference opportunities through ISFAA; the goal is that each staff member has the opportunity to attend at least one conference with training workshops per year. Counselors are also requested to complete modules within the FSA Coach. FSA Coach is a training program designed by the U.S. Department of Education focusing on basic, intermediate, and advanced financial aid professional training. Group membership with NASFAA gives all staff access to training material and updates. Membership also includes all training videoconferences that keep the team up-to-date on financial aid information. A large portion of the Financial Aid departmental budget has been dedicated to NASFAA Credentialing for its staff. This is an opportunity to receive credentials on specific financial aid topics that allow the staff to demonstrate expertise in a specific area of financial aid knowledge. In addition, the Director of Financial Aid dedicates an hour every week for policy and procedure training, topic training, or discussions about various issues that may arise. All of these opportunities not only train staff to ensure that they are well qualified financial aid professionals, but give them expert knowledge to further advance their careers in financial aid or higher education if the opportunity arises.

Staff professional development is advanced in numerous ways. For example, the IU Tuition Benefit ([1879](#)) offers eligible employees (as well as their spouses and dependent children) the opportunity to enroll in IU courses at a reduced fee. Staff members may take advantage of this to further their education in their fields of expertise, to acquire new skills in another discipline with relevance to their position, or for advancement within the organization. Training opportunities are also provided through Indiana University Human Resources ([2008](#)). Additionally, Indiana University Information Technology Services (UITSS) offers many training opportunities that are open to IU Southeast staff.

The Broadening Leadership initiative ([2603](#)), launched in 1999, affords professional development opportunities to employees of all ranks via applied learning; opens new communication lines between ranks and departments; and rewards employees who have demonstrated a commitment to the campus's mission, vision, and core values. From 1999 to 2019, 206 IU Southeast employees across schools and units have taken part in the Broadening Leadership initiative ([2604](#)).

Indiana University-wide councils consisting of directors and representatives from each campus meet regularly and provide networking and skill-building opportunities for the following departments: Admissions ([1856](#)), Financial Aid ([1868](#)), Registrar ([1883](#)), Institutional Research ([2772](#)), and Veterans Affairs ([1884](#)).

In 2017, an employment engagement survey was administered to the staff at IU Southeast. The final results ([2493](#)) identified areas of strength and opportunity, and *development* was listed as one of the campus' strengths, with a mean answer of 4.01 on a 5-point scale.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

### Argument

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#### 3.D.1.

IU Southeast is committed to connecting students to the needed personal services and has compiled frequently accessed services on the Succeed at IU Southeast web page ([1664](#)). Student support services are tailored to address the needs of its unique student populations ([2487](#)).

The Career Development Center ([1507](#)) helps students prepare for employment through career counseling, internships, resume review, mock interviews, and training in employment search techniques. The Center hosts two job fairs each year, drawing employers to campus to meet students. It also collaborates with academic units to organize events such as “speed networking” sessions with local employers. Overall, there has been a 54-percent increase of students meeting with a career development counselor. Results from the 2018 Gallup alumni survey ([2047](#)) indicate that a higher percentage of IU Southeast students visit the CDC than the national average (72% vs. 61%) and a higher percentage find it helpful or very helpful (58% vs. 42%).

Personal Counseling Services ([1605](#)) offers free counseling for students, groups, individuals, couples, faculty, and staff, as well as referral for specialized services such as substance abuse treatment and/or medication evaluation. There has been a 36-percent increase in demand by first-year students for personal counseling services since 2008 ([2605](#)). The Personal Counseling Center also administers the emergency food pantry, providing needed food resources to students and colleagues who are experiencing food instability.

Disability Services ([1523](#)) provides information and resources to all students with disabilities, as well as faculty and staff, ensuring equal access to all educational opportunities that are offered. Services include guidance regarding appropriate accommodations. The office also acts as a liaison, consultant, and referral service for agents of the university and for students.

Veteran Services ([1615](#)) offers benefits and services to make veterans, active-duty military, and their family members feel at home on our campus. “IU Southeast has also been named a ‘Best Colleges for

Veterans' school by the Military Times, and [was] recently...ranked number 4 among Indiana 'Top Colleges for Future Service Members.'" This accolade is important to IU Southeast given our mission to contribute to the success of the region. The proximity to Fort Knox, Kentucky is one reason why veterans are a focus and significant part of our regional population and campus community.

Financial Aid (1875) is a critical unit at IU Southeast, providing students with comprehensive information to guide their decisions, and also functioning as a resource for financial literacy to help students gain and maintain control of this aspect of their lives.

The Adult Student Center (1576), while not strictly a service, has evolved into a community of support and resource-sharing for nontraditional students.

Recognizing a need within the campus' student population, IU Southeast created a food pantry known as Grenadier Grab N Go (2754). The Grenadier Grab N Go was first established in the fall of 2015 as a result of apparent food insecurity within the student body. Faculty and staff recognized that students were struggling within the classroom with attendance and focus, and, upon further exploration, they discovered some of these students were experiencing life crises such as housing and food insecurities.

Establishing the Grenadier Grab N Go:

A multi-disciplinary team was established to help evaluate the need, determine effective strategies to address the need and explore viable options specific for the campus. The team reviewed several other college food pantries, as well as local food pantries at churches and social service agencies and explored how they were developed, access and restrictions for participants, the method of food collection and distribution of items.

Initially, the Emergency Food Pantry was established, which allowed students to access pre-packaged boxes with a limitation of one box per month. The team determined this based upon the concern that the campus would not be able to keep the pantry stocked if students replaced their weekly grocery shopping trips with visits to the food pantry. After reviewing the results, the team found that very few students were frequenting the food pantry and students were not taking advantage of its services.

IU Southeast has rebranded the Emergency Food Pantry to be called the Grenadier Grab N Go and has expanded access to food with no limitations and multiple locations for food distribution.

Stock:

The Grenadier Grab N Go maintains stock of non-perishable items through donations from faculty, staff, and students. Multiple times throughout the year, student organizations and departments will rally together to raise food and funding for the Grenadier Grab N Go. The IU Southeast Library has instituted an ongoing program that allows students, staff, and community borrowers to pay off their library-related fees and fines by bringing in donations for the food pantry (2750). Grenadier Grab N Go also receives monetary and non-perishable food donations from caring individuals in our community.

Process:

Donated non-perishable items are examined (i.e. for product damage and expiration dates are checked and approved), sorted, shelved or boxed for quick distribution (2752). Several pre-packaged boxes of food are created for easy distribution to students. Miscellaneous items or overstock of items

are shelved and available for student selection of food.

#### Distribution:

If an individual is experiencing food insecurity, they are encouraged to reach out to Grenadier Grab N Go in one of the following ways:

1. Speak to a trusted faculty/staff about their concerns and needs
2. Complete the online form ([2751](#))
3. Go to Personal Counseling Services, UC Room 243
4. Go to the IU Police Department, UC Room 027
5. Email the Counselor and Care Manager

Since the opening of the food pantry on campus, IU Southeast has distributed approximately 110 boxes of food to students with an estimate of nearly \$7,000 worth of food products ([2753](#)).

#### Locations:

Students are able to pick up pre-packaged items from the Office of Personal Counseling Services or at the Police Department. Students also have the option to select their own food items from the shelves in the food pantry. The Grenadier Grab N Go pantry is not staffed, so students make an appointment to select their own items.

#### Pantry management:

The Grenadier Grab N Go is managed through the Office of Personal Counseling Services by the Counselor and Care Manager. Due to limited time, it does not have dedicated student or staff workers with established hours. Appointments can be arranged for individuals to access food from the shelves, or they can pick up pre-packaged boxes at their convenience.

The Counselor and Care Manager sorts the items when they are donated, as the schedule permits. The Titanium Schedule tracks the hours dedicated to care management services, directly and indirectly provided to our students. When large donations are made, the Counselor and Care Manager will contact several other staff and students on campus for assistance with sorting and boxing items, which creates a more efficient process to box several items quickly.

To ensure that students know about and make use of the student support services we offer, a series of advertisements were placed in The Horizon, the student newspaper, informing students of our services and challenging them to think differently about what it takes to achieve success ([2514](#)).

IU Southeast's 2018 NSSE results ([2391](#)) provide an overview of how successful the campus is in emphasizing different types of student support services. One set of data collected in the NSSE asked students: *How much does your institution emphasize the following:*

1. Providing support to help students succeed academically: 77 percent of first year students and 79 percent of seniors responded *very much* or *quite a bit*.
2. Using learning support services (tutoring services, writing center, etc.): 76 percent of first year students and 70 percent of seniors responded *very much* or *quite a bit*.
3. Providing support for your overall well-being (recreation, health care, counseling, etc.): 64 percent of first year students and 57 percent of seniors responded *very much* or *quite a bit*.

Furthermore, results of the 2018 Gallup Undergraduate Alumni Scorecard ([2047](#)) chart alumni attitudes toward their IU Southeast experience. The survey gauges “attachment” by looking at the level of alumni agreement with two statements: “My university was the perfect school for people like me,” and “I can’t imagine a world without my university.” Graduates who strongly agree with both items are considered “emotionally attached” to their alma mater, and this is the case for 29 percent of IU Southeast alumni, compared to 24 percent nationally. Some 56 percent of respondents would recommend IU Southeast to family, friends and colleagues, compared to 41 percent nationally.

Attachment reflects a high level of institutional achievement throughout the student experience, another conclusion borne out by Gallup data. Reflecting on the academic experience at IU Southeast, a higher-than-average number of alumni surveyed say they were prepared well for life outside of college (34 percent vs. 28 percent nationally) while an even larger number say their education was worth the cost (65 percent vs. 48 percent nationally). A full 89 percent were satisfied with their educational experience.

According to Gallup, research shows the odds that a given college alumna/us is engaged at work are higher if they strongly agree to having had each of six critical college emotional support and experiential learning experiences. More experiences translate into a more positive student evaluation of the institution’s performance in preparing students for life after college. At IU Southeast, 70 percent of students who had all six experiences rate their overall preparation as positive (vs. 85 percent nationally).

Support experiences at IU Southeast are ranked higher than the national average. In the most recent Gallup survey, 47 percent of surveyed alumni said that their instructors cared for them as individuals (vs. 28 percent nationally), and 78 percent said that at least one professor made them feel excited about learning the subject matter (vs. 64 percent nationally). Some 33 percent said they had an encouraging mentor (vs. 23 percent nationally).

In terms of experiential learning rankings IU Southeast students surveyed were at national norms for participation in course-related internships (56 percent vs. 57 percent nationally) and engagement in projects for more than one year (34 percent vs. 34 percent nationally). (The level of active extracurricular involvement, the sixth critical experience, lagged at IU Southeast when measured against national averages—13 percent vs. 20 percent nationally--which may be attributable to campus demographics, with significant numbers of adult learners, working students, parents and commuters, and only a small resident population.)

### **3.D.2.**

Academic Advising ([1888](#)), both within the schools (e.g. [1859](#); [1858](#); [1860](#); [1861](#); [1862](#)) and in the Academic Center for Exploratory Students (ACES: [1510](#)), is an essential part of student support at IU Southeast. Academic program planning has doubled for students, with 44 percent having received help over the past three years, compared to 22 percent in 2008 ([2605](#)). (See below, 3.D.3.)

The campus takes seriously its commitment to helping students flourish academically. Advising is only one part of this journey. At IU Southeast, students are also supported by a range of different facilities and services as they advance through their academic careers.

The Student Success Center (SSC: [1550](#)), formerly the Student Development Center, strives to maintain a responsive, friendly environment where learning can flourish. It provides programs in peer tutoring ([2616](#)) and supplemental instruction ([1609](#)), and it has contracted with Brainfuse, an



online tutoring service. IU Southeast began offering free tutoring for its students in 2016, and tutoring demand increased by 57 percent in the years 2015 and 2016, as compared to 2008 (2605). Similarly, results from the Fifth Week Survey suggest that supplemental instruction is well utilized (2605). The SSC also hosts a testing center for students with documented accommodation needs and for those who need to take make-up exams, CLEP exams, DSST exams, or other certification tests (1613). The testing center also oversees placement exams for mathematics, writing, and modern languages to help ensure students are taking appropriate courses for their academic paths. The testing center is certified by the National College Testing Association (NCTA: 2767) and received national recognition in 2013 “as a leader in excellent testing practices” (2066).

Reflecting our commitment to the mastery of key competencies, the Writing Center (2617) works with the IU Southeast teaching and learning community to provide one-on-one consultations, workshops, class visits, and web resources that improve the writing knowledge and confidence of students in all disciplines.

The Math Resource Lab (1881) provides resources (technological and human) dedicated to assisting with mathematics comprehension. This walk-in service helps students with homework and test review and has computers and calculators for student use.

The Natural Science Tutoring Center (1882) provides free tutoring in the subjects of Allied Health, Biology, Chemistry, Computer Sciences, Geosciences, and Physics.

For an in-depth discussion of First Year Seminars and the Student Engagement Roster, and how they contribute to providing preparatory instruction that fosters the success of students, please refer to Criterion 4.

### **3.D.3.**

As stated in 3.D.2., advisors help map out courses so that students can find the most efficient route to on-time graduation in their fields and the best program matches for their intended careers. Each school houses professional advisors trained to assist students in specialized academic disciplines.

The Advising Center for Exploratory Students (ACES) addresses the academic needs of students who have not selected a major, or who may not have formed a firm picture of personal or professional goals relating to their education. ACES helps students access the skills and tools necessary to explore, identify, and, eventually, declare a major. This effort aims to increase retention and persistence toward graduation.

Additionally, students have access, through the secured one.iu.edu, to many advising tools to assist them in achieving a timely graduation. From their first day on campus, students are made aware of the Interactive Graduation Planning System (iGPS: 2770), which is composed of helpful advising tools that students should frequently use (e.g. degree maps, the student plan, student scheduler, and academic advisement report). iGPS is a course navigation system where students can see what classes are required for their degrees and how to search for those courses that are needed. It also allows students to view detailed descriptions of courses, create course schedules, and plan future semester schedules. Academic Advisors also keep track of their caseloads and maintain detailed records of their contacts with students through the use of IU's Advising Records system (AdRx: 2771).

### **3.D.4.**

IU Southeast maintains a highly developed technological and discipline-related infrastructure to advance student success.

The Office of Information Technology ([1855](#)) at IU Southeast is a regional unit of Indiana University Information Technology Services (UITs: [2618](#)). As stated on its “about” page, the office “maintains and provides access to a campus-wide data network, as well as access to the statewide I-Light high-speed fiber network, which connects all of the IU campuses, and the Internet. In addition to traditional customer support, IT consults on all new campus construction as well as renovations, ensuring that the technology infrastructure is designed and installed properly, and with an eye toward the future.” Recent upgrades include the installation of collaborative work stations throughout campus, supporting the emphasis on group projects in many academic disciplines. The unit produces the Office of Information Technology Annual Report ([1863](#)), which details infrastructure upgrades and other accomplishments.

The Institute for Learning and Teaching Excellence (ILTE: [1559](#)) is a resource center for IU Southeast faculty at all stages of their careers. ILTE brings faculty members together to share expertise, explore innovations, and discuss the challenges of teaching in and across disciplines to help instructors be more successful; ILTE services encourage faculty members to take advantage of rapidly changing technology that is pedagogically proven to enhance student learning.

To this end, a number of specialized features give students a hands-on experience in their fields of endeavor, helping them to graduate with a firm grasp of real-world expectations and the ability to meet them. For example, the School of Natural Sciences houses advanced facilities ([1123](#)) for biology ([1869](#)), chemistry ([1870](#)), computer science ([1871](#)), and informatics ([1872](#)).

Further, the School of Nursing uses low- and high-fidelity simulation to teach nursing care. The Judge Carlton and Sue Sanders Laboratory for Nursing Education ([1874](#)) features a skills lab housing 12 beds with simulation mannequins where students can practice basic nursing techniques. In providing care, students become proficient in performing complex procedures. This results in greater student confidence when providing care to patients in acute care facilities.

Additionally, the IU Southeast School of Nursing partners with clinical agencies in both Southern Indiana and the Louisville Metropolitan area so that students can gain non-simulated experience through the clinical requirements of their degree ([1878](#)).

The School of Business is home to the Sanders Financial Markets Lab ([1873](#)) and the Sanders Professional Sales Lab ([1885](#)), both of which give students the ability to hone their business skills in simulated corporate environments.

The IU Southeast Library hosts and provides access to the Curriculum Materials Center ([1522](#)), which houses two primary collections designed to provide students in the School of Education with interactive resources for learning and teaching about diversity. The first collection, Center for Cultural Resources ([1531](#)), contains over 120 kits that include, among other things, cultural artifacts, curriculum guides, readings, lesson plans, media, and activities focused on different geographic regions or cultures of the world. Each kit is “organized to teach a core of 12 universal themes on unity and diversity” ([1522](#)), and each is designed to assist future and current educators in developing effective curriculums for their teaching careers. The second collection, known as CULAB, provides students in the School of Education with award-winning juvenile and young-adult literature, media, and games, with which School of Education students and local area teachers use to help develop curricula.

The School of Arts and Letters is home to several facilities that benefit students in the visual and performing arts. Knobview Hall (2619) contains studio spaces for printmaking, painting, drawing, ceramics, digital art, and graphic design. The SpaceLab (1580) is a small, informal exhibition area where students gain experience in exhibiting their work before moving up to the Barr Gallery (1578) for their final projects. The music programs enjoy instruction and practice rooms for one-on-one lessons as well as ensemble work. The Richard K. Stem Concert Hall, the Norman and Millicent Stiefler Recital Hall and the Robinson Theater, all part of the Paul W. Ogle Cultural & Community Center (1599), are at the disposal of the music and theater programs.

Horizon Radio (2620) is a new installation—an independent, student-run internet radio station/studio that gives students in multimedia journalism the chance to gain experience in programming and managerial responsibility without leaving campus. Like the award-winning student newspaper, The Horizon (2621), it is more than a learning laboratory: it is a functioning enterprise that enables students to build journalistic competence while giving them an independent channel for engaging with the public.

For information about the IU Southeast Library, please refer to Criterion 3.D.5.

### **3.D.5.**

The IU Southeast Library is “an active participant in the teaching, learning, and research life of Indiana University Southeast...[and] is committed to excellence, creativity, and leadership in developing collections, services, and programs that address the informational needs of scholars, students, and residents of Southern Indiana and the surrounding region” (0492). In addition to a physical collection holding over 300,000 titles, the Library provides access to over 350 databases (the majority of which are either full-text or streaming) to support the research of both students and faculty members (2592). Physical and digital information resources may be searched in the IUCAT Library Catalog (1893), and IU Southeast affiliates can request information resources to be delivered from other libraries within the Indiana University system. If no IU library owns particular information resources desired by students or faculty, they may be requested, free of charge, from other libraries outside of the university system through Interlibrary Loan (1891).

The Library also provides information and services to help patrons more effectively access, engage with, and utilize information resources. Reference Services employs the reference model that every point of contact with students should be utilized as a teaching moment. Additionally, students and faculty can request to Book a Librarian (1889), a service allowing patrons to schedule a time to sit and work through the research process with a research librarian one-on-one. The Library also provides access to various modes of technology that facilitate accessing and using electronic information needed for research endeavors (1894); these modes include individual computer workstations, collaborative computer workstations, private study rooms, and other technology accessible through Library Course Reserves (1892).

Situated within the Office of Academic Affairs, the IU Southeast Library consists of eight faculty members and seven staff members. Library faculty members are both research librarians and scholars, abiding by their own standards for promotion and tenure within the IU system (1896). This makes the Library more than a passive repository of reference materials. It plays an active role in the academic life of the campus in several ways. Librarians participate in scholarly conversations within the field of library and information science (LIS), presenting at national conferences and publishing in journals. The Library, through its structure and assumptions, is dynamic as Library faculty work to keep it at the forefront of the field.

Another rich field of endeavor is the IU Southeast Library Information Literacy Instruction program (2602) (see Criterion 2.E.2), which is required as part of the First Year Seminar (FYS) courses. The program has outlined its learning goals to train students about their responsibilities as information consumers, the use of available technology, information literacy, and other essential aspects of collegiate research (1739). From 2011 to January 2018, IU Southeast librarians have taught 1,132 Information Literacy Instruction sessions (1366).

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## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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#### 3.E.1.

Initiative 3.2 in the 2016-2021 Strategic Plan states that IU Southeast "will improve the quality of student life and services to support and enhance student completion" ([0299](#)).

Intellectual knowledge is strengthened and reinforced through relevant co-curricular activities that provide practical experiences and growth opportunities for students. Through the Office of Campus Life ([1898](#)), IU Southeast offers a wide range of these outside-of-the-classroom experiences, including numerous student clubs and organizations ([1604](#)), artistic performances and exhibitions, workshops, service opportunities, banquets, and speakers. Campus Life offers athletic, political, leadership, religious, governance, and Greek life opportunities.

Students can use Grenadier Central, launched in 2015, to create co-curricular transcripts ([2400](#); [2401](#)) to use in conjunction with their academic transcripts in seeking employment, scholarships, and admission to graduate school. Grenadier Central records a student's involvement in organizations and charts participation in workshops, training, internships, study abroad, research, and other transformative experiences. It also helps students find peers with mutual interests and conviction, and thus forges a sense of community and belonging.

Other opportunities exist to bring the world to campus, and vice versa.

The Campus Activities Board (CAB: [1897](#)) is a student-run organization whose primary purpose is to provide social, cultural, educational, and recreational activities for IU Southeast students (this mission is reflected in the group's constitution: [1907](#)). CAB brings nationally known spoken word artists, musicians, poets, and humorists to campus to join discussions on topics of the day.

IU Southeast's Office of International Programs drives multicultural understanding in various ways. It hosts the annual International Festival featuring music, dance, and food from cultures from around the world. This event brings representatives from Louisville's diverse international community to campus. International Programs also partners with a nonprofit organization that brings artisans from around the world for the annual Wares of the World fair trade fundraiser ([1899](#)).

Participation in the Model United Nations Security Council Conferences is a mainstay of the School of Social Sciences. The collegiate conference brings together students from IU Southeast, the University of Louisville, Indiana University-Purdue University Indianapolis (IUPUI),

and other institutions to role-play international conflict resolution (1903). IU Southeast also hosts a high-school conference that invites juniors and seniors from high schools in the region to participate in similar discussions (1904).

The IU Southeast Theatre Department (1908) produces two to three mainstage productions each year, including plays and musicals, in addition to smaller student-run productions. These give students the possibility to participate, regardless of their level of experience. These productions are also offered at a low cost, thereby allowing students, faculty, staff, and local community members to enjoy high quality theater at reasonable and affordable prices.

The IU Southeast Honors Program (IUSHP: 2622) provides student-generated co-curricular activities, which are frequently shared outside of the IUSHP community. Students have hosted book discussions linked to the Common Experience texts, facilitated a Religious Discussion Forum (RDF), and hosted film nights, among other things. In addition, the IU Southeast IUSHP sends students to the annual Mid-East Honors Association conference each spring, where they present research findings and interact with other honors students.

### 3.E.2.

IU Southeast aspires to “provide high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society, and to contribute to the intellectual, cultural, and economic development of the region” (2332).

From this pledge flow numerous initiatives that evince a longstanding and productive culture of positive impact that extends far beyond the campus confines. The high-quality nature of our academic programs is demonstrated by the response to Criterion 3.C. Furthermore, faculty are involved in research and creative activities that “create opportunities for students to engage in applied learning” (2332), including opportunities for students to present research and creative work to the campus community and wider public. Please refer to Criterion 3.B.5. for more information on these opportunities.

IU Southeast offers many additional ways for students to engage in applied learning to the benefit of themselves and the community. For example, internships managed by the schools or the Career Development Center frequently place academic skills at the disposal of the community. The Master of Business Administration (MBA: 1590) and Master of Strategic Finance (MSSF: 1589) programs in the School of Business require 20 hours of community service in which students apply business knowledge to the needs of nonprofit organizations. Within the School of Education, student teachers gain experience with placements at nonprofits such as the Backside Learning Center at Churchill Downs, where migrant equestrian workers are taught English as a second language (1906). As part of an assignment in the Department of Informatics, students designed an app for the Falls of the Ohio State Park that would allow visitors to locate and identify specimens in the nearby fossil beds (1901). A grant-funded project brings students from the School of Nursing to the Pine Ridge Reservation in South Dakota to gain experience in community-health practice among underserved and impoverished communities (1902; 2455).

A 2012 economic impact report, Economic Engine for Indiana: An Economic Impact Analysis (1350), found that IU Southeast faculty, staff, and students are responsible for more than \$7.8 million annually in donations and volunteer service with local organizations and communities. While service learning and community engagement have long been integral to many courses and programs at IU Southeast, they are now strategic initiatives; Initiative 5.4 in the 2016-2021 Strategic Plan (0299)

states that IU Southeast will promote civic engagement. The Service Learning and Community Engagement Council ([1581](#)), relaunched in 2017 and situated within the Office of Academic Affairs, is composed of students, faculty, and administrators. The Council gathers and disseminates information about existing service learning and community engagement activities, and it leads the campus' effort to earn the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.

IU Southeast regularly evaluates information it receives, be it from survey, retention data, or other opportunities as they develop organically to assure that the campus is fulfilling the claims it makes. As demonstrated throughout Criterion 3, NSSE data provide a set of insights about the extent to which constituents believe the mission and purpose of IU Southeast are being met. We believe these data help demonstrate the claims we are making.

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## 3.S - Criterion 3 - Summary

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

### Summary

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The 2016-2021 IU Southeast Strategic Plan commit the institution to academic and artistic excellence in part through systematically evaluating academic programs, maintaining and expanding program accreditation, and improving curricula using a rigorous and effective assessment process.

Program curricula, course requirements, learning outcomes, assessment, and credentials of instructors are consistent, regardless of mode of delivery or location.

IU Southeast's General Education program reflects the university's mission to prepare its students for "productive citizenship in a diverse society," delivering specialized knowledge broadly contextualized, providing a solid foundation for associate's and bachelor's degrees. Skills embedded in the General Education program are further developed during upper-division coursework.

Recognizing the value and importance of human and cultural diversity in the world, 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. IU Southeast offers majors, minors, concentrations, and certificates in academic programs in subject areas with a strong focus on diversity, which is further supported through study abroad opportunities in over 50 countries, academic and community initiatives such as the Social Sciences Forum and The Common Experience, as well as the Academy of Diversity and Inclusive Education (ADIE), which offers numerous diversity-related events and publications.

IU Southeast has sufficient numbers and continuity of full-time faculty to provide for high-quality instruction and fulfill varied non-classroom roles.

IU's culture of assessment requires faculty to articulate expectations for student performance at the course and program levels and in general education. Performance standards are established through a multi-layered, faculty-driven process. IU Southeast devotes resources to ensure that instructors remain current in their fields, that they are pedagogically skilled, and that they are supported through opportunities for professional development.

IU Southeast is committed to connecting students to personal services and has compiled frequently accessed services on the Succeed at IU Southeast web page. Student support services are tailored to address the needs of our unique student populations.

The campus takes seriously its commitment to helping students flourish academically. A robust advising culture helps students map the most efficient route to on-time graduation in their fields and the best program matches for their intended careers. Each school houses professional advisors trained to assist students in specialized academic disciplines.

Intellectual knowledge is strengthened and reinforced through relevant co-curricular activities that provide practical experiences and growth opportunities for students in the community, from

internships to service learning projects. Meanwhile, our Honors Program, performing arts departments, The Common Experience, Campus Activities Board, Office of International Programs and other units bring the world to campus.

## **Sources**

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*There are no sources.*