

CHAPTER TWO

CRITERION ONE: MISSION AND INTEGRITY

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

Through the actions of its governance bodies, in the development of policies, and in its daily operations, the University of Southern Indiana stands true to the values of its mission statement. Those values are well understood and readily articulated by multiple constituencies of the University. As evidence, during 2005-2006, the Mission and Integrity subcommittee conducted focus groups with nearly 900 people including legislators, community leaders, faculty, staff, students, and members of the Board of Trustees.

The core values that emerged from those focus group conversations are essential elements of the University's mission statement:

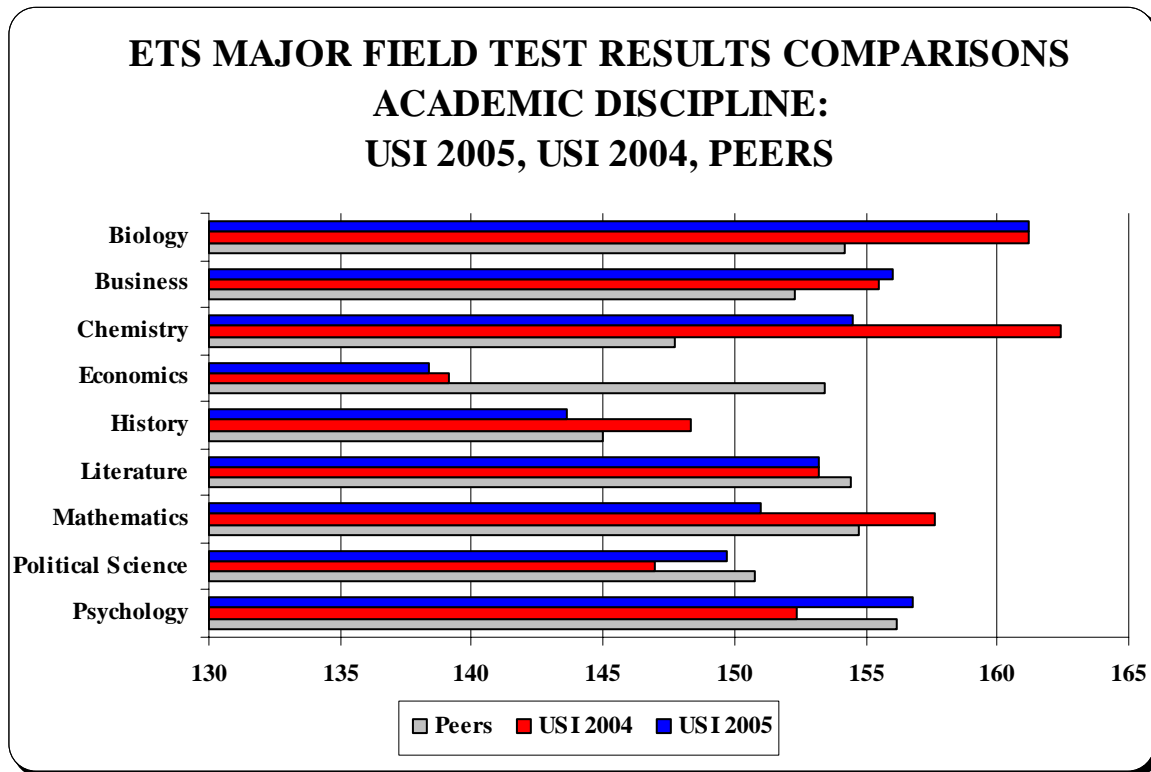
- Committed to providing students with a **high quality education**, preparing them for further learning and the workforce
- **Responsiveness to the needs of the region** in the development of academic programs and in promoting economic development
- Providing **access to affordable** higher education for the residents of Indiana and the southwest Indiana region
- Remaining **flexible to change** and adapting to changing conditions

Reviewing the successes of its students and graduates captures the story of the quality of education at USI. It is a University priority that accreditation be sought for any program eligible, and virtually every program on campus eligible for such review is accredited. The exceptions are engineering, which will be reviewed for accreditation by the Accreditation Board for Engineering and Technology (ABET) during fall 2006, and the Master of Public Administration (MPA) program. The MPA degree program will require the addition of faculty to reach accreditation standards and that is a goal for the future.

USI has multiple metrics to tap academic quality and among them are the professional licensure and certification examinations. As an example, there is a 100 percent pass rate across more than two dozen subject fields for the Praxis teaching licensure examination. Pass rates on licensure and certification examinations for health profession fields, including nursing, range from 80 to 100 percent. Every fall semester, the University conducts an "[Assessment Day](#)" during which all classes are canceled so that freshmen and juniors can take a battery of tests and surveys. Freshmen respond to questions concerning their experiences in Core Curriculum courses, as well as attitudinal surveys (NSSE, CIRP). Those surveys show significant progress from the freshman to junior

years in developing students' abilities to conduct research, analyze data bases, write well, make ethical judgments, and a series of other critical learning skills.

Juniors in a series of majors also take "Major Field Exams" (offered either from the Educational Testing Service, or the Area Concentration Achievement Test from Austin Peay University). In the examinations administered during the past two academic years, USI students outscored students at peer institutions in biology, business, chemistry, mathematics, and psychology.



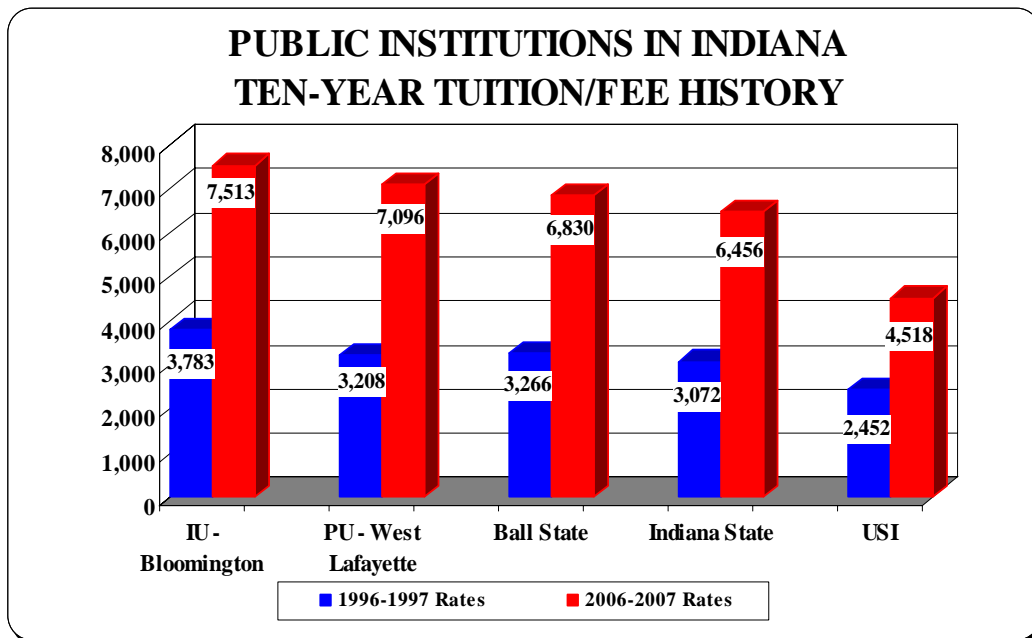
Finally, the most recent Report on USI Graduates, issued after the Class of 2005 completed their degrees and began the next stages of their lives, found that 88 percent of USI graduates were employed in the field of their degree. Another 16 percent were pursuing further education through graduate study (and some were also employed full-time). Only five percent were unemployed. The Report on USI Graduates dated February 2006 can be viewed in the resource room.

Responsiveness to regional needs is part of USI's institutional DNA. It is how the University was created and how it maps its future. When the USI President's Task Force on Economic and Workforce Development brought together campus and community participants in 2000, a series of new and needed academic programs were identified, most notably engineering. The faculty, president, and Board of Trustees mobilized to transform an existing engineering technology program into an engineering program. The University was able to demonstrate a clear need for the program in southwest Indiana and had strong support of a wide range of community supporters in business and industry. Projected to enroll 89 students in its first full year, the program instead enrolled 200

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students and projects an enrollment of close to 300 students in the coming academic year. Other academic programs added as a result of that task force are food and nutrition, and special education.

The role of USI in enhancing access to higher education in the southwest Indiana region is best captured in one simple statistic. In 1985, the year USI emerged as an independent public state university from its branch campus status as Indiana State University-Evansville, one-third of high school graduates in the Evansville region went on to post-secondary education. Twenty years later, 84 percent of high school graduates in the region now continue their education beyond high school. Tuition and fees and USI are the lowest among bachelor-degree granting institutions in the state of Indiana. The Board of Trustees, President, and administration emphasize maintaining a low tuition and fee structure in the budgeting process and in presentations to the Indiana Commission for Higher Education, state legislators, and regional constituencies. Furthermore, the University supports access to higher education through an aggressive program of scholarship development through the USI Foundation. Just during the past 12 years, the endowment of the USI Foundation has risen from barely five million dollars to almost 60 million dollars today.



Adaptability is best shown in the University's response to a significant change in the student body, which also triggered a change in the mission statement. While still a branch campus and during its first decade as an independent state university, USI's student population was commuter with a significant portion attending on a part-time basis. As the University further developed its academic programs and added new programs in response to regional needs, more students began to shift to full-time basis and express strong interest in campus housing. In the early 1990s, a community group made available to the University a cluster of apartment buildings on the perimeter of the

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campus, and immediately, objections were raised by the Indiana Commission for Higher Education that USI was not permitted to have on-campus housing. Those concerns were addressed and USI's mission statement was changed to include the University's right to provide campus housing to its students. The campus long-range capital budget planning process quickly adapted to these changing demands and within the past decade, [three new residence halls](#) have been added to the campus housing stock.

As for future improvement, clear emphasis was given to doing more to develop undergraduate and graduate programs, improve technology, and expand partnerships for applied research, community enhancement, and economic well being

All of the data collected in the focus groups will be located in the Resource Room for the visit team.

1A: The organization's mission documents are clear and articulate publicly the organization's commitments.

USI's mission statement grew out of the work of the Board of Incorporators who laid the groundwork for the independent University of Southern Indiana. Over time, the Board of Trustees, acting together with the University's administration, has amended and enhanced the statement.

USI's present mission statement is a bit more than 1,000 words. While this seeming verbosity raises eyebrows (mostly among faculty and staff) there are valid reasons for paragraphs that detail how and why the University reached its present status and mission. The mission allows USI to fully develop educational opportunities. Over the years, the University has heard challenges to its development from the Indiana Commission for Higher Education and other sources. Those challenges and concerns regarded issues such as student recruitment territory, expansion of graduate programs, and on-campus student housing. In response to those concerns, over time, notable amendments have been made to the mission statement, including

- clarifying the master's degree language (1985)
- adding language to allow on-campus student housing (1992)
- adding then-Governor Robert D. Orr's charge to the first trustees to clarify the original intent that USI has a statewide mission (1997)

USI's Mission Statement

American education assumes a link between the truth of an idea and the good it promotes for individuals and society. An educated person can be expected not only to be knowledgeable and more financially secure, but also a better citizen, among whose virtues are tolerance, judgment, and belief in freedom for self and others. These values develop in an atmosphere of open inquiry and pursuit of truth. Therefore, as the University of Southern Indiana seeks to support education, social and economic growth, and civic and cultural awareness in southwestern

Indiana, it will be devoted primarily to preparing students to live wisely. ***USI is Future Oriented and Learning Focused.***

The University of Southern Indiana is a broad-based institution offering instruction, research, and service. A [liberal arts and science curriculum](#) serves as the foundation of knowledge for all programs and complements undergraduate programs leading to careers in business, engineering, government, health professions, education, and related fields. Selected master's degrees serve persons in professional and technical studies. As a public institution, the University of Southern Indiana counsels and assists business and industry and social, educational, governmental, and health agencies to higher levels of efficiency and improved services. ***USI is Learning Focused and Connected.***

The University was established in [1965](#) as a branch campus of Indiana State University with a regional mission, in response to a need for public higher education in southwestern Indiana. In 1985, the legislature created the University of Southern Indiana as a separate statewide public university. This change in structure and mission was best delineated by then-Governor Robert D. Orr in his charge to the Board of Trustees at its first meeting:

“You have a statutory mission that is laid out in the bill passed by the legislature, and it is going to take a lot of effort on the part of everyone to live up to those requirements as they have been spelled out by the Indiana General Assembly. This is now a statewide institution, and it is important that this point be emphasized. Heretofore, this has been a branch campus of Indiana State University, and it has been understood to be regional in nature. It was created to accomplish a regional mission...just as other branch campuses around the state. Now this is a state institution in the fullest sense of the word.” ***USI is Future Oriented and Connected.***

Community leaders have supported the University in providing a solid base for its present success and future growth. The University is expected to grow moderately in the years ahead as it seeks to positively affect postsecondary attainment levels in Indiana. To this end, the University emphasizes programs and services for traditional college-age students as well as for part-time, commuting, and older students. It has developed partnerships with high schools and has expanded opportunities for individuals in the workplace. The University is an institution which students choose for the strength of its academic programs and the quality of its student life. ***USI is Future Oriented, Learning Focused, and Connected.***

[A board of nine trustees](#), appointed by the Governor, governs the University. This board must include one alumnus of the University, one current student, and one resident of Vanderburgh County. Trustee terms are four years, except the student term, which is two years. The board has powers and duties common to other public postsecondary institutions in the State of Indiana.

The 1989 Indiana General Assembly authorized the trustees of the University to construct, acquire, operate, and manage student housing facilities and to issue revenue obligations for this purpose. The Indiana Commission for Higher Education approved the transfer of ownership of student housing from a nonprofit foundation to the University of Southern Indiana in February 1994. The addition of housing facilities enables students to take full advantage of the educational, cultural, and recreational benefits that a [residential campus](#) offers. ***USI is Future Oriented.***

Excellence in teaching will continue to be the most important criterion in faculty recruitment. At the same time, the ability to do research, to engage in continuous scholarly and creative work, and to provide service, primarily to the region and the state, will be important additional qualifications. ***USI is Learning Focused and Connected.***

A major emphasis of the University of Southern Indiana is the delivery of credit programs. The [primary curricular offerings](#) include liberal arts, pre-professional, professional, technical, and occupational programs at the associate, baccalaureate, and master's levels. The University provides comprehensive [outreach and public service](#) programs of short duration – including workshops, conferences, seminars, and instructional courses. These programs will increase as the University continues to address economic, social, and cultural needs in Region 13 as well as in the state. The University's location in Evansville, the center of a predominantly rural region dotted with smaller population centers, gives it opportunities to increase educational access by both traditional means as well as through innovative instructional delivery systems, including active participation in the Indiana Higher Education Telecommunications Systems networks and other technology-based instruction. ***USI is Future Oriented, Learning Focused, and Connected.***

The University welcomes appropriate partnerships for providing services to its constituency and cooperates with public and private universities, hospitals, and libraries to achieve this objective. The University participates with area business, industry, social and governmental agencies for [research and development](#) related to the problems and concerns of business development, labor-management relations, tourism and recreation, health-care delivery, gerontology, energy development, and environmental-quality analysis. Community groups often use campus facilities for the purpose of meetings, programs, services, and instruction. ***USI is Connected.***

The University works in cooperation with the Indiana Department of Natural Resources to manage historic properties and tourism programs in [New Harmony, Indiana](#), a community with a rich intellectual and cultural inheritance. The community provides opportunities for research and laboratory learning experiences which benefit both the town and the University. ***USI is Learning Focused and Connected.***

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The University provides a comprehensive range of [support services for students](#). These include [academic skills](#) development, [child care](#), [counseling](#), [financial aid](#), placement, [housing](#), [health services](#), [student activities](#), and both recreational and intercollegiate [athletics](#). The University of Southern Indiana participates in Division II intercollegiate athletics and is a member of the Great Lakes Valley Conference. ***USI is Learning Focused.***

The University admits graduates of commissioned high schools in the state of Indiana who successfully complete college preparatory courses in English, mathematics, science, and social studies with at least a C average. Other students will be considered for admission to the University based on past academic performance and promise for future success. ***USI is Future Oriented.***

The University is accredited at the baccalaureate and master's levels by the Higher Learning Commission of the North Central Association of Colleges and Schools. [Programs](#) in business, education, engineering technology, social work, and the health professions are accredited by the appropriate professional organizations and state agencies. ***USI is Learning Focused.***

For publication purposes, the mission statement is often abbreviated to its first two paragraphs which include the essence of the mission: “Therefore, as the University of Southern Indiana seeks to support education, social and economic growth, and civic and cultural awareness in southwestern Indiana, it will be devoted primarily to preparing students to live wisely.”

From time to time the wording of the mission statement has been adjusted to respond to concerns of the trustees, administration, and state agencies. But generally the themes of instruction, research and scholarship, and public service have remained intact, as have the values of affordability, increased access, and regional responsiveness. Discussions of mission have included faculty and student governance groups. The Board of Incorporators and the Board of Trustees included a student member. The chair of the Faculty Senate and the president of the Student Government Association are always invited to sit at the table at Board of Trustees meetings and to join the discussion.

*The mission statement clearly shows the University of Southern Indiana to be **Future Oriented, Learning Focused, and Connected.** The University's history of coming from the people to serve the people makes it a **Distinctive Organization.***

1A.1: The mission, vision, values, and goals documents define the varied internal and external constituencies the organization intends to serve.

USI's mission statement clearly defines our internal constituents: students, faculty, and staff; as well as external constituents: citizens of the State of Indiana and the Tri-State region and those who benefit from the University's work, including practitioners of academic disciplines and members of academic professional organizations, prospective

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students and their families, alumni, legislators and state officials, current and future employers, media, and organizations with which USI has formal partnerships. Partnerships include those with other postsecondary institutions, hospitals, libraries, public and parochial schools, and state agencies. Among the state agencies are the Indiana Department of Natural Resources, with which the University manages properties in New Harmony, Indiana.

1A.2: The mission documents show a strong commitment to high academic standards, excellence in higher learning, and learning goals for students.

Paragraph eight of the mission statement says, “Excellence in teaching will continue to be the most important criterion in faculty recruitment,” emphasizing one of the University’s most enduring core values. The commitment to excellence is implicit in the entire mission document as it talks about the “link between the truth of an idea and the good it promotes for individuals and society,” and about producing a “better citizen, whose virtues are tolerance, judgment, and belief in freedom for self and others”, and assuring “an atmosphere of open inquiry and pursuit of truth”, and the institution’s primary devotion “to preparing students to live wisely.”

Paragraph five says, “The University is an institution which students choose for the strength of its academic programs and the quality of its student life.” Paragraph nine defines the scope of course offerings – credit, noncredit, and community service – and the methods of delivery, underscoring the University’s commitment to regional needs. The fact that individual University academic programs have been accepted by many external accrediting bodies for program-specific accreditation speaks strongly of the University’s commitment to excellence and makes clear the learning goals for each program. Further discussion of the development and assessment of learning goals is discussed in the context of Criterion 3.

1A.3: The organization makes the mission documents available to the public, particularly to prospective and enrolled students.

The mission statement is published in its entirety in the USI Bulletin, in the University Handbook, and on the [USI Web site](#). The abbreviated version can be found in numerous publications including brochures and program-specific and school-specific materials. President H. Ray Hoops made reference to the mission and institutional values in his Inauguration Address in 1995. He continually incorporates mission and core values in public presentations and in annual printed messages in the following:

- Annual Financial Report
- USI Foundation Honor Roll of Donors
- Biennial budget requests to state agencies and the Indiana General Assembly

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Additional references can be found in:

- USI Magazine
- “At a Glance” annual brochure
- USI Campus Master Plan
- Core Curriculum guide
- other University and departmental publications

The mission statement is shared with prospective students on the USI Web site. It is not included in its entirety with recruitment materials, but USI’s core values – emphasis on teaching and learning, building leadership skills, instilling awareness of the campus and community, affordability – are emphasized in the recruitment viewbook, which also contains the statement “USI is devoted to preparing students to live wisely.”

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

The concise University mission is devoted to “preparing students to live wisely.” The mission further states, in the first paragraph, that the virtues to live wisely “are tolerance, judgment, and belief in freedom for self and others. These values need to grow in an atmosphere of open inquiry and pursuit of truth.” Further, the mission states that the University emphasizes programs and services for students of all ages, attending both full- and part-time, and that partnerships have been forged with high schools and employers in an attempt to reach as many students as possible.

USI is committed to creating an educational community that is intellectually, culturally, and socially diverse, enriched by the contributions and full participation of faculty, students and staff of different backgrounds in preparation for citizenship and leadership. Details are found in 2A.3.

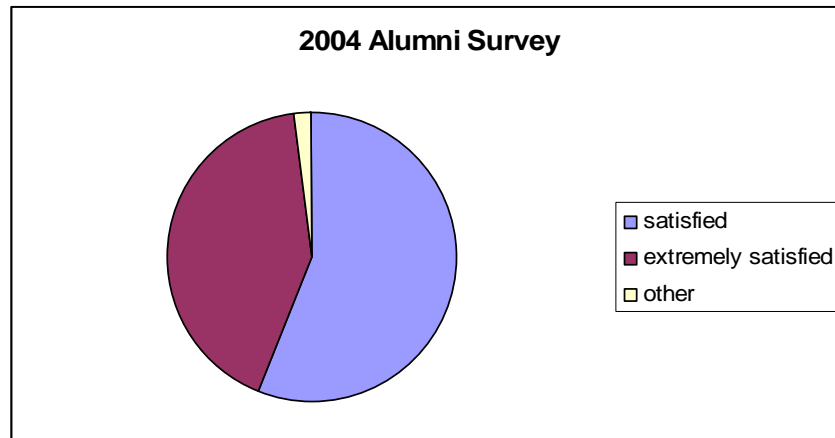
Core Component 1C: Understanding of and support for the mission pervade the organization.

1C.1 The University’s board, administration, faculty, staff, and students understand and support the mission, and are able to consistently articulate that mission.

We present the following summaries of some of the administrative and academic measures we use to demonstrate the articulation of the mission to enable all of the constituencies to actively support the mission, and determine the depth and quality of support for our mission.

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A 2004 survey revealed that 98.1 percent of alumni were “satisfied” (55.8 percent) or “extremely satisfied” (42.3 percent) with the degree to which USI is achieving its mission.



A [2001 survey of alumni](#) by the Office of Institutional Research to assess the impact of USI on graduates from 1995 to 2000 found that graduates noted in particular improvement in written and oral communication skills, learning to work in teams, and understanding how to use a variety of information sources. Most important and reflective of the mission goal to help graduates to “live wisely,” alumni reported that their education at USI helped to shape a commitment to lifelong learning.

Through the [University Core Curriculum](#) (UCC), USI encourages in all students the desire and ability to achieve personal growth, contribute meaningfully to society, and live wisely. The University Core Curriculum is based on the premise that students must know themselves and their world before they can become responsive and responsible leaders. It assumes that students need to think clearly, speak and write well, live according to consistent ideals, understand public issues, and use knowledge judiciously. It is the goal of the UCC to have UCC faculty explain on their syllabi the role their courses play in helping students become complete, engaged human beings. Students refer to syllabi to learn how UCC courses help them develop their own intellectual, aesthetic, emotional, and physical resources in order to improve their own lives as well as the lives of those around them. The UCC is explained in greater detail in 4B.1.

In addition to offering students outstanding core and degree curricula, the University of Southern Indiana offers students an exceptional co- and extra curriculum, furthering their academic, professional, civic, and social development and physical well-being. The [Office of Student Development](#) asserts that the office “*is committed to the development of the whole student...*” and is dedicated to “*the mission and heritage of the University of Southern Indiana.*” Student organizations address a broad range of USI mission concerns, including government, multicultural, cultural, social, service, academic, professional, and sporting interests. All student organization missions are required to fulfill some component of the USI mission.

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The [Office of Institutional Research and Assessment](#) (OIRA) provides data and documentation that assist executive and administrative offices in assessment activities designed to promote increased institutional effectiveness and efficiency in fulfilling its mission. Among the documents that can be found at OIRA's Web site are:

- Academic Department Fact Sheets
- Academic Profile Score Analysis and Report
- Faculty Load and Productivity Reports
- Common Data Set (CDS)
- Credit Hour Distribution Report
- Major Field Test Score Analysis and Report
- Survey of Student Opinion

Other reports from University departments include:

- Career Services and Placement Survey of Graduates (Career Services & Placement)
- Freshman Enrollment Trends (Registrar)
- Survey of Alumni 2004

National surveys facilitated by the OIRA include:

- Higher Education Research Institute (HERI) Faculty Survey
- National Study of Faculty and Students (NSFS)
- National Study of Student Engagement (NSSE)
- Cooperative Institutional Research Program (CIRP) – Freshman Survey
- Faculty Survey of Student Engagement (FSSE)

1C.2 Strategic decisions, planning and budget priorities, and administrative and academic goals are congruent with USI's mission.

From the USI mission statement: *“A major emphasis of the University of Southern Indiana is the delivery of credit programs.”* Current academic program offerings have grown and have been strengthened in response to regional workforce needs and now include a broad range of undergraduate offerings plus master's degree programs in accountancy, business administration, social work, teacher education, industrial management, liberal arts, occupational therapy, nursing, health professions, and public administration.

An important assessment tool of our institution is the regular review of all academic programs through the formal [Academic Program Review](#). Academic Program Review is a process of regular, systematic review and evaluation of all academic and academic support programs on the campus of the University of Southern Indiana. While the Academic Program Review can be used to project the implementation of new programs of study over a 10-year planning horizon, the primary purpose of Academic Program

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Review is to examine, assess, and strengthen existing programs and guide budget requests. The areas in which program quality is evaluated include, but are not limited to: (a) the quality of educational programs, including an assessment of student learning outcomes; (b) quality of research, creative activity, or scholarly work; (c) the quality of outreach activities and service to the University, the academic profession, and the community; (d) the contribution or importance of the program to other campus programs; and (e) the potential and future expectations for the program. The review is intended to enhance the quality of a program and to assist in determining a program's ability to respond to future challenges and opportunities; to evaluate strengths and weaknesses, and thus, determine future priorities; and to aid in shaping a rational plan for the programs' continued development.

During the 2003-04 academic year, the Academic Program Review cycle was suspended to allow the provost to convene a committee to evaluate the usefulness of this review process. The Academic Program Review Assessment Committee arrived at the following conclusions:

1. The Academic Program Review process is valuable to monitoring academic program quality and should be continued and strengthened.
2. The Academic Program Review process should be streamlined for those programs that undergo external accreditation review. The process for these programs will coordinate the timeline of their accreditation cycles with the revised Academic Program Review process.
3. The Academic Program Review process offers those programs that do not undergo external accreditation review the opportunity to reflect on curricular and resource priorities essential for program improvement.
4. Ongoing attention to the preparation of "external" program reviewers for the task of program review is needed.
5. More attention to student learning outcomes across academic programs is needed. Clearer documentation of those results would help to reinforce the effectiveness of current instructional strategies, or guide needed changes.

The Office of Institutional Research and Assessment provides data, information, and analytical reports on institutional research topics designed to promote and improve the use of data and information in the University's ongoing planning processes.

The USI mission states: "As a public institution, the University of Southern Indiana counsels and assists business and industry and social, educational, governmental, and health agencies to higher levels of efficiency and improved services."

In 2000, the USI President's [Task Force on Economic and Workforce Development](#) was charged with reviewing credit and noncredit programs to determine their impact on the region's economy and the changing needs of employers. Findings and recommendations

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of this task force have been incorporated across the institution including the development of the new engineering program, master's degree programs in public administration and health administration, the establishment of the Southwestern Indiana Regional Development Commission (now called the Quad Counties Development Commission, or QCDC) and the Organizational and Professional Development Group, and management of the Southern Indiana Japanese School. In fact, over the last four years, the findings of the task force not only resulted in the creation of 13 new academic programs, but also were cited by the National Civic League as one of the most significant reasons the League's national panel awarded Evansville an "All-America City" designation.

*Responsiveness to regional needs and careful attention to environmental and demographic changes and trends make USI a **Future Oriented and Connected Organization**.*

The University of Southern Indiana prioritizes its budget needs so that it may maintain current programs, sustain the current pattern of enrollment and support increases in enrollment, while meeting critical state and regional needs. Details of the operating budget request are included in the [Biennial Operating Budget 2005-2007 Request Summary](#), in the Executive Summary and the supporting narrative and budget schedules. The open hearing process used to develop the budget is described in Criterion 2B.4.

From the Executive Summary of the Operating Budget Request for 2005 – 2007: "The request for operating appropriations for the 2005-2007 biennium is necessary for the University of Southern Indiana to carry out its mission to better serve the southern Indiana region... ."

Citing the University's mission and referring to specific elements of the mission form the bases for the development of [USI budget requests](#). These budget requests, posted on the USI Web site, describe how requested funding supports current programs and services, growth in enrollment, quality improvement initiatives, and plant expansion for approved projects, and demonstrates how capital projects and repair and rehabilitation projects are essential for the University of Southern Indiana to serve the southern Indiana region and to help achieve the goals of the state. The budget process is detailed in Criterion 2A.1.

Core Component D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

1D.1: Board policies and practices support the University's president in exercising leadership and document the board's focus on USI's mission.

The Board of Trustees keeps the mission in sharp focus as they set policies for the institution. New trustees receive a thorough orientation to the history and mission of the institution and an overview of Board processes and practices so that the institutional and board cultures remain intact. The Board of Trustees meets every other month and more frequently if needed. Through the Board's committee structure, the trustees are kept

informed of progress of individual units of the institution. The Long-Range Planning Committee hears regular reports of each of the colleges, including goals and progress reports. Likewise, the Finance and Audit Committee is kept abreast of fiscal management issues. The Construction Committee meets as needed with the Finance and Audit Committee. The president makes a report at each Board meeting, including at least one presentation from an academic unit. In an effort to keep communication flowing, the president writes a letter to the Board each month that the Board does not meet.

The Board of Trustees sets policies and expects the president to manage the institution. In some cases, the Board delegates authority to the president for actions, but expects a report from the president on the outcome. Examples are:

- the Board annually delegates to the president the authority to staff the institution within the capabilities of the budget. The president follows with an annual report on employees and compensation. The Board carefully reviews recommendations for promotion and tenure in consultation with the president and the chief academic officer
- the Board annually delegates to the president the authority to make financial aid awards within the capabilities of the budget. The president follows with an annual report from the director of Student Financial Assistance outlining awards from the various financial assistance programs, and explaining any developing trends

The Board selects the president, formally reviews his performance, and communicates the terms of his contract annually. Every five years, the Board undertakes an in-depth appraisal, including performance on implementing policies of the Board, planning, maintaining fiscal integrity, institutional advocacy, communicating with the Board, and fostering participatory governance. During this appraisal, a committee of the board conducts interviews with each vice president, five community leaders, the Indiana Commissioner for Higher Education, and the prior-year chairs of Faculty Senate, Student Government Association, Staff Council, Alumni Association, and USI Foundation. The presidential appraisal process allows the board to express its satisfaction with performance and any areas of concern. Meeting the mission of the institution is the foundation of the appraisal.

1D.2: USI's governance structures and processes are understood and implemented by the appropriate administrators, faculty, and staff.

The University is governed by a [Board of Trustees](#) appointed by the governor of the State of Indiana. The Board consists of nine (9) members representing multiple constituencies and coming from across the state. Based upon the directions coming from the Board, the president and his direct reports manage and direct the institution through the Administrative Council, a standing council chaired by the president and comprised of the vice presidents, assistant and associate vice presidents, and the director of Athletics. Multiple groups within the University provide advice and counsel to the Administrative Council.

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As a state-supported institution, the University works closely with the Indiana General Assembly, the State Budget Agency, and the Indiana Commission for Higher Education. Further, the University financial operations are [audited annually](#) by the State Board of Accounts.

Groups sharing in institutional governance include:

- [Faculty Senate](#) - the representative body of the faculty whose members are elected by the full-time members of the faculty. The organization and responsibilities of the Faculty Senate and its standing committees can be found in the Faculty Constitution in the USI Handbook. The chair of the Faculty Senate sits at the table during all Board of Trustees meetings and reports from time to time on activities of the Senate.
- [Staff Council](#) - the representative body of the support staff of the campus. Elected representatives meet periodically to review subjects of interest to the support staff and make recommendations to the Administrative Council on working conditions and other issues that impact their constituents.
- [Student Government Association](#) - the representative body of the students, whose members are elected by students. The organization of the Student Government Association works closely with the University administration on issues of importance to students. The president of the SGA sits at the table during all Board of Trustees meetings and gives frequent reports of the activities and programs of the SGA.

The committee and council structure of the campus can be found in section A-7 of the [University Handbook](#). In the 2005-2006 academic year a searchable online version of the Handbook became available to the University community and the public. Current-year committee members are listed in the University telephone directory and online.

One of USI's institutional values is its responsiveness to change. Groups are encouraged to examine the ways in which they operate to see how they might be improved. Each meeting of the Board of Trustees has both a preparation meeting and a de-briefing meeting with the goal of improving information flow and process. The Faculty Senate, in the 2004-2005 academic year, reorganized its structure of the Faculty Academic Affairs Committee to accommodate changing needs. Both SGA and Faculty Senate have planning sessions to organize their work for the year and both have public reporting meetings in which they discuss progress toward goals.

1D.3: The administration, faculty, staff, and students involved in the governance structures and processes are appropriately qualified and committed to the mission.

National searches are conducted whenever a vacancy occurs at the Administrative Council level, for deans of the colleges, and for other positions as appropriate. Search committees typically include faculty, administrative staff, support staff, students, and, where appropriate, members of the Board of Trustees and the public. Every effort is made to hire individuals who not only have the soundest academic credentials and

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extensive experience, but whose attitudes and characters are congruent with the mission and core values of the institution.

USI's hiring guidelines for faculty and staff are published by the Human Resources department and are provided to search committee chairs. Human Resources staff members meet with search committees to ensure that proper procedures are followed. The provost has held repeated workshops on sound hiring practices for deans and department chairs. Over the past two years a formalized process for presentation of credentials and requests to interview as well as requests to hire for faculty vacancies has been implemented.

Students participate in the governance of the campus through the Student Government Association and by broad representation on campus committees. Most importantly, students are represented on the University Board of Trustees by a student member who has full voting rights equal to all other Board members. Students who serve on University committees are generally recommended for membership by the Student Government Association which seeks to match interests and expertise to the work of the committee. These students must be in good standing, but beyond that, there is no specific qualification for their appointment. The student trustee must meet minimum grade point average requirements and be involved in student leadership on campus. The Student Government Association screens applicants for the student trustee position and sends a recommended list to the Governor, who makes the appointment based on strength of resume and interview.

Those who serve on Faculty Senate, Staff Council, and Student Government Association are elected by their peers and are responsible to them.

1D.4: Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of the academic process.

A change to the curriculum can be initiated by an individual faculty member or a committee of faculty members. Undergraduate curricular changes usually begin in the department, and then flow to the college level for approval by the dean. After approval by the dean, the recommendation is sent to the provost and then given to the Curriculum Committee, a standing committee of Faculty Senate. If the curriculum change is related to teacher education, it is sent to the College of Education and Human Services before going to the Curriculum Committee. Likewise, if the change is related to the Core Curriculum, it goes through the University Core Council, which oversees development and assessment of all core courses. There are prescribed procedures for course and program additions, deletions, and modifications. Petitions and actions of the Curriculum Committee are reported in *University Notes*.

The [Graduate Council](#) serves as the curriculum committee for graduate programs. It follows a similar procedure as outlined in the preceding paragraph about undergraduate procedures.

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The [Academic Planning Council](#) oversees development of new degree programs in consultation with faculty, department chairs, and deans. New degree programs are sent from the Academic Planning Council to the Board of Trustees for approval. Once approved the University Curriculum Committee reviews and approves individual courses within the program.

An excellent example of cooperation between faculty and administration can be found in the development of the new engineering curriculum.

1D.5: Channels of communication exist to facilitate effective governance processes and effectiveness.

The University has both formal and informal communication modes that enhance operations and facilitate communications. The formal process includes the committee/council structure and its attendant distribution of findings, minutes, recommendations, and reports. Further strengthening this process are college and departmental meetings, from which information flows to administrative officers.

In the case of Faculty Senate, work is accomplished in committees, minutes of meetings are posted, and the representatives take information back to the colleges, where they gather data or additional information, and bring that back for committee consideration. The committees then report to the full Senate, and the Senate takes action.

The accumulation of institutional data is directed by the Office of Institutional Research and Assessment. This critical operation is charged with identifying data sets and reports that are critical to decision making and ensuring that such [data](#) are readily available.

Other formal communication processes that allow for the dissemination of information are the [University Notes](#) weekly newsletter, the [USI Magazine](#), [school newsletters](#), fall and spring semester campus-wide meetings (see Appendix), committee reports, budget documents, news releases, bond documents, the campus newspaper, the Web site at www.usi.edu and the development of the MYUSI portal.

The Long-Range Planning Committee, a standing committee of the Board of Trustees, meets at least six times annually and each meeting includes a report from one of the academic units, citing progress toward goals and future plans. Further, an academic report is always included in the President's Report at each full meeting of the Board of Trustees. Evidence of these committee and board reports can be found in the minutes of the Board of Trustees, on file in the Office of the President as well as in the library and [online](#).

At each Board of Trustees meeting, the president provides a comprehensive verbal report to the trustees and general public. Included in this report is an overview of the activities in which the campus community is involved, challenges faced by the campus, accomplishments of the staff and students, and an academic process presentation. This

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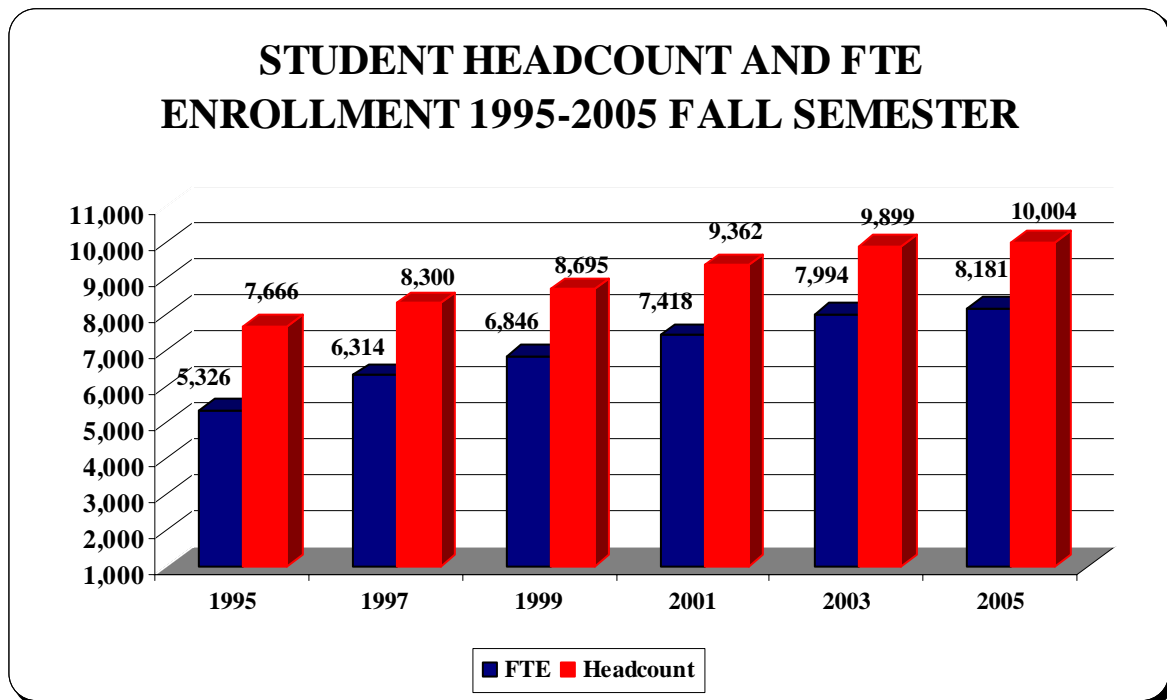
report, given at a public meeting, fosters dissemination of the information throughout the community through the electronic and printed press.

Core Component E: The organization upholds and protects its integrity.

1E.1: The activities of the University are congruent with its mission.

Since its founding, the University of Southern Indiana has been committed to meeting the needs of the State of Indiana and the southwestern Indiana region. It has remained carefully focused on expanding access to postsecondary education while meeting workforce needs and positively affecting economic development. The impact of USI's focus can be seen most dramatically in data from the Indiana Department of Education showing the rise in regional college attendance from 33 percent of high school graduates in 1985, when USI was established as a separate state institution, to 84 percent in 2006.

USI's enrollment increased 30 percent from 7,666 in fall 1995 to 10,004 in fall 2005. The most dramatic change in enrollment is the number of full-time students. Over the past decade full-time student enrollment increased by 54 percent from 5,326 in fall 1995 to 8,181 in fall 2005. Today, nearly 3,000 students, or 30 percent of the students, live on campus in student housing.



As stated in the mission, paragraph two, the University “is a broad-based institution offering instruction, research, and service.” As such, courses, programs, and degrees are offered at the associate, undergraduate, and graduate level in education, health professions, business, engineering, government, and the liberal arts. Students have the

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opportunity to participate in a variety of activities to broaden their academic experience. Examples of these activities include:

- Student Government Association
- Intramural programs
- Internship and co-op programs
- International study programs
- Clubs with professional affiliations
- Multicultural programs
- University committees and task forces

In an effort to enhance student life, the University works with multiple local and state-wide groups to assure an educational environment that transcends the classroom. The [Office of Career Services and Placement](#) coordinates graduate job placement and develops and manages intern and cooperative education opportunities for students. Nursing, social work, and teacher education all have their own internship placement officers.

Numerous student programs have been developed by [Student Affairs](#) and [Academic Affairs](#) to enhance and assist the development of students both educationally and culturally. A partial list of such student programming includes:

- Multicultural Center. The center's goal is to enhance the personal and academic success of students by preparing them to be responsible citizens in a diverse society.
- Study Abroad. The University is committed to making study abroad affordable and accessible to all students. The costs of many USI study abroad programs are based on tuition, room, and board costs at USI. Because participants pay program fees to USI and receive USI credit, they can continue to apply their scholarships and other financial assistance toward those fees.
- Recreation, Fitness, and Wellness. Students have the opportunity to increase social contacts, develop and improve lifetime skills, expand and pursue recreational interests, develop interpersonal and leadership skills, and above all, spend leisure time in a fun and healthy way.
- Student Leadership Academy. The O'Daniel Leadership Academy provides students with opportunities designed to build leadership skills such as communication, critical thinking, self confidence, initiative/motivation, conflict management, goal setting, working in teams, and self assessment. This is accomplished by engaging over 200 students a year in the annual fall leadership conference, corporate leadership conferences, and the Leadership USI program. The corporate leadership conferences provide students with a first-hand look at the leadership philosophy and practices of a variety of industries and organizations in the local community. The Leadership USI program introduces students to some of the top leadership experts in the field through a focused workshop. Past presenters include Andrea Nierenberg, Nancy Hunter Denney, and Doug Cureton. In addition, the academy recognizes individual students and

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- organizations for their contributions to the USI community through the annual leadership awards program.
- Student Research Grants. A competitive granting program provides students an opportunity to present their proposal to a funding agent and to conduct research relevant to their academic program.
 - The Office of Religious Life, a nondenominational support group, provides opportunities for religious involvement and spiritual growth.

Further, the academic colleges work with employers to enhance the educational experience through co-op positions. These positions allow students to gain 'hands-on' experiences and incorporate theory into daily activities.

The University of Southern Indiana is regarded as a vital partner in workforce and economic development in southern Indiana. John M. Dunn, president of Dunn Hospitality Group, Ltd. states, "The University of Southern Indiana is a vital player in southern Indiana's economy, working to meet the needs of regional employers and facilitating the work of our economic development specialists. There is no question that our major employers depend heavily on the University to produce capable graduates who can sustain the success of their organizations. For Indiana, and the southern Indiana region, to remain competitive, we need investments by the state in the University of Southern Indiana." [Note: Mr. Dunn was appointed to USI's Board of Trustees in June 2006. His comments were made in 2000.]

The University has accepted many invitations for partnership in community, regional, and state progress. A listing of several current partnerships can be found on pages 81-84 of the University's [2005-2007 Biennial Operating Request](#) document.

State and local officials often cite the important role that accessibility to public higher education has played in attracting new industry to the region. Throughout its history, USI has been actively engaged in addressing the State's interest in economic and workforce development. There is a consistent record of development and expansion of programs and services in response to or anticipation of needs of the changing economy. The programs and services of the University are a valuable resource as the state strives to diversify its economy and ensure that the skills of the workforce continue to improve. Community leaders participating in focus groups affirmed this; transcriptions of the focus group comments can be viewed in the resource room.

Recently, USI was named a key partner in the new Certified Technology Park in downtown Evansville. The Digital Downtown Project is expected to be an important force in revitalizing downtown and a significant contributor to economic development in the region. Also, the new engineering program at the University of Southern Indiana is an example of how the University is meeting the needs of existing and new businesses. Additional evidence of USI's importance to the community may be found in Criterion 5, Core Component 3.

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*Community leaders often comment on the value of the University of Southern Indiana to the economic development of the region, giving evidence that USI is a **Connected and Future-Oriented Organization**.*

1E.2: The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.

Indiana Code 20-12-64 is the enabling legislation for the establishment of the University of Southern Indiana. The Board of Trustees is responsible for the operation of the University. Public Law 218-1985 outlines the authority of the University's Board of Trustees as to the management of the University. The Bylaws of the University of Southern Indiana Board of Trustees, amended September 3, 1998, outline the membership, schedule of meetings, the officers and their duties, and the order of business of the Board of Trustees.

The University's vice president for Business Affairs is appointed by the Board of Trustees to serve as treasurer for the Board. The treasurer is responsible for the receipt and custody of all University funds and payment of all claims against the University. The vice president for Advancement is appointed by the Board to serve as assistant secretary, recording minutes and keeping Board records.

The structure of the Board of Trustees includes two standing committees, the Finance and Audit Committee and the Long-Range Planning Committee. There are two ad hoc committees of the Board, the Construction Committee and the Nominating Committee. The Finance and Audit Committee is responsible for policy recommendations related to matters which have financial impact and on matters which involve the University's audit activities and practices. The Long-Range Planning Committee is responsible for policy recommendations related to projects and programs which have long-term impact on the direction of the institution. A recent example is the redesignation of the University's academic units from schools to colleges in 2005.

The University's Board of Trustees complies with Indiana Code 5-14-1.5 by conducting its business in meetings open to the public. Notices for the meetings are posted according to the provisions of the statute. The Board meets in regular session bimonthly and board committee meetings generally are held on the same day prior to the regular board meeting. Minutes for each meeting, which include detailed information as to the actions of the Board of Trustees, are recorded and available to the public following each meeting in the David L. Rice Library, in the Office of the President, and [online](#).

To guide University administrators, faculty, and support staff in setting and practicing high standards of conduct, the University's Board of Trustees chose to voluntarily comply with the spirit of the Sarbanes-Oxley Act of 2002 by developing a [Code of Ethics](#). The Code is included in the University Handbook. It emphasizes that the conduct of University personnel should be characterized by integrity and outlines the responsibilities of University personnel. Employees are reminded of the Code in their annual letters of appointment and by signing the employment letter, agree to the Code.

The Finance/Audit Committee of the Board is charged with reviewing the Code and its enforcement. The Code calls for use of Possible Conflict of Interest Disclosure Statements when appropriate.

An [audited financial report](#) is prepared each fiscal year by the University. The financial report is prepared in accordance with generally accepted accounting principles established by the Governmental Accounting Standards Board (GASB) for public colleges and universities. The financial statements and financial notes included in the University's annual financial report are audited by the Indiana State Board of Accounts, and any findings are reviewed by the State Board of Accounts auditors with the Finance/Audit Committee. The audited financial statements are presented to the Finance/Audit Committee for review and acceptance.

The [USI Foundation](#) annually publishes its "Honor Roll of Donors" in which it includes a financial statement and informs the public of available information. A separate audit of the USI Foundation is conducted by an external auditor, and it is made available to the public on request.

Through the University's Affirmative Action Plan, the University has given its assurance of compliance with national, state, and local civil rights legislation and regulations. The University's commitment to achieving equal opportunity in employment and education is outlined in the Affirmative Action Plan. The University is pledged to the principles of equal employment opportunity, affirmative action and nondiscrimination with respect to recruitment, employment, training, promotion, and treatment of persons in all organizations, services and programs under the legal control of the Board of Trustees regardless of race, sex, religion, disability, age, national origin, sexual orientation, or status as a disabled veteran or veteran of the a Vietnam Era. The Affirmative Action statement is widely published in official documents.

1E.3: The organization makes efforts to become aware of and operate in compliance with local, state, and federal laws and regulations applicable to it (or by laws and regulations established by federally-recognized sovereign entities).

Each departmental unit is responsible for monitoring compliance with applicable laws and regulations that impact its area of operation. For example:

- The Office of Institutional Research and Assessment is responsible for compiling the annual statistics for the Student Right-to-Know Act which requires the University to disclose to current and prospective students information about the institution and its policies, financial assistance, graduation rates, and crime statistics.
- The Department of Athletics is responsible for completing the Equity-In-Athletics report. This report gives financial and statistical information for men's and women's sports.
- The Human Resources Department provides information about laws and regulations related to payroll, labor and employment, benefit plans,

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- unemployment, worker's compensation, and Social Security. The Human Resources Department is responsible for maintaining and updating the University's Affirmative Action Plan.
- The University will hire an Americans with Disabilities Act compliance officer in the 2006-2007 academic year.
 - Academic Affairs provides workshops on faculty hiring and promotion processes for deans and directors.
 - The Office of Financial Assistance administers all state and federal student financial aid programs in compliance with applicable laws and regulations.

Through memberships in professional organizations such as the American Association of State Universities (AASCU), Association of Governing Boards (AGB), Society for Human Resource Management (SHRM), National Association of College and University Business Officers (NACUBO), Council for Advancement and Support of Education (CASE), and many more organizations, the University is able to monitor legislative issues. University personnel and members of the Board of Trustees attend professional conferences related to their area of responsibility.

The Office of Governmental Relations is responsible for interacting with local, state, and federal agencies and offices concerning issues of importance to the University. The office monitors legislation that may have an impact on the University and provides information about legislative issues to the University community.

The Internal Audit Department regularly conducts independent audits of departmental units and reports its findings to the Board of Trustees. The Internal Audit Department helps the University accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, controls, and governance processes. Internal Audit assists departments in the effective discharge of their responsibilities by furnishing evaluations of departmental activities and recommendations for improvement.

The Governmental Accounting Standards Board (GASB) established Generally Accepted Accounting Procedures (GAAP) for state and local governments and their component units, which include government- (state) controlled colleges and universities such as USI. The University follows generally accepted accounting principles as prescribed by GASB for all its financial and accounting transactions. University administrative staff is responsible for preparing the annual financial statements, the accompanying notes, and management's discussion and analysis. The State Board of Accounts is responsible for auditing the annual financial statements in accordance with the Generally Accepted Governmental Auditing Standards (GAGAS) and issuing an opinion on the statements and the notes.

The University is committed to the highest standards of moral, legal, and ethical behavior as outlined in the Code of Ethics. All members of the USI community have a responsibility for the stewardship of the University's resources. Internal controls and operating procedures are intended to protect the University's assets and interests by

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detecting or preventing improper activities. However, there are no absolute safeguards against willful violations of laws, regulations, policies, or procedures. Because of that, the University established a [Fraud Policy Statement](#) that was approved by the Finance and Audit Committee of the Board of Trustees in January 2004. In addition, the University has established a procedure to provide ways for members of the University community to report behaviors which may be fraudulent or unethical.

Significant effort is made to keep up to date with local, state, and federal laws throughout the organizational structure.

1E.4: USI consistently implements clear and fair policies regarding the rights and responsibilities of students, staff, faculty, and administration.

The University of Southern Indiana maintains procedures for investigating the complaints of students, faculty, and staff. The prompt and fair resolution of complaints and grievances results from clear definitions of actions that are covered by University grievance policies and procedures and an emphasis on resolution before entering the formal grievance process. Occasionally more formal processes are needed for the fair resolution of concerns and grievances. Formal procedures for the reconciliation of grievances are outlined for students, faculty, and staff.

Students - The [Student Academic Grievance Policy and Procedure](#) allows both informal and formal resolution of conflicts which pertain to academic grievances only. Resolutions may include student reinstatement or other corrective action for the benefit of the student. If a student is charged with a violation of University regulations or public laws, the University follows the procedures outlined in the [Student Rights and Responsibilities: A Code of Student Behavior](#). The action taken depends upon the severity of the violation, the degree of involvement of the student, the individual circumstances of each case, the student's conduct record, and the student's academic progress. The Student Rights and Responsibilities: A Code of Student Behavior is included in the USI Bulletin and online. The Office of the Dean of Students keeps a database of all student disciplinary actions, and discipline-related files are kept for seven years.

Administrative and Support Staff - The University's Procedures for Conflict Resolution established for administrative and support staff address employee problems or concerns regarding University rules, regulations, or working conditions. Informal and formal procedures have been developed with specific timelines for problem resolution. Employees who use the Procedures for Conflict Resolution may do so without being subject to reprisal, harassment, or retaliation. The Procedures for Conflict Resolution policy is in section F of the [University Handbook](#) and does not include issues related to an employee's classification and performance appraisal.

The University maintains a separate policy for complaints regarding sexual harassment or discrimination. The policy applies to all administrators, faculty, support staff, agents, and students at all times and places in connection with the University. The policy also applies

to those with whom the University conducts business. In cases where sexual harassment or discrimination is alleged, the University's Guidelines on Sexual Harassment and complaint resolution are to be followed.

Faculty - The [University Handbook](#) clearly defines the rights and responsibilities of faculty, administrative, and support staff and the organizational structure of the University.

All members of the instructional staff, the administrative officers, and professional librarians constitute the faculty of the University. The University Handbook includes Procedures for Amelioration and Reconciliation of a Grievance. It is the goal of the Faculty Grievance and Hearing Policy for a faculty member to resolve a complaint at the level closest to the faculty member and his/her supervisor. Informal and formal procedures for resolving grievances with specific timelines for resolution are included in the policy.

The Constitution of the Faculty, included in the University Handbook, outlines the duties and responsibilities of faculty members. Information in the Constitution includes a detailed explanation of the authority and functions of the Faculty Senate.

The University has an [Intellectual Property Policy](#) to guide fair use of materials and clarify the "rights and rewards of ownership, as well as responsibilities...." This policy provides an ethical framework for the discovery and development of knowledge and supports the centrality of knowledge creation and dissemination as essential to the University's academic mission.

The standing committee structure is integral to the ongoing operation of the University. Examples of standing University committees include:

- Affirmative Action Committee – the committee assists the Affirmative Action director in all areas of equal opportunity, including affirmative action and the Americans with Disabilities Act
- EEO Appeal and Hearing Board – the committee hears appeals on complaints pertaining to sexual harassment
- Faculty Senate – the Senate is composed of elected members of the faculty. The organization of the Faculty Senate is outlined in the Faculty Constitution
- Staff Council – the Staff Council serves in an advisory capacity to the administration and is representative of the University's support staff
- Student Disability Advisory Committee – the committee was established to aid disabled students and to ensure provision of reasonable and appropriate accommodations for students with disabilities
- Student Appeals Committees – there are four Student Appeals Committees to deal with issues not resolved through the grievance process

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1E.5: The University's structures and processes ensure the integrity of its co-curricular and auxiliary activities.

The University of Southern Indiana has numerous co-curricular and auxiliary activities and structures and processes have been put in place to ensure that they are undertaken with integrity.

The [Office of Risk Management and Safety](#) works with student groups, analyzing processes and making risk- and safety-related recommendations. Student groups, understanding the benefit of advice available, have come to rely on input from this position to solidify and enhance processes. All facilities of the corporation and their contents are insured under a blanket form insurance policy. Buildings under construction are insured under a builders' risk policy until completed. Through its general liability policy, the corporation provides insurance for liability to third parties arising out of accidents on the premises of the University and in connection with University operations off premises. The corporation has tuition fees insurance, which covers loss of the total amount of tuition fees per occurrence in the event of physical loss or damage to facilities.

The [Purchasing Department](#) follows the basic purchasing guidelines as recommended by its national association, institutional policies, and state code. The department provides commodity as well as contractual purchasing expertise to the entire University. Responsibilities include providing the University's operating divisions with policies that foster an ethical environment which is responsive and efficient, and recognized its obligations to all internal and external constituencies. Departmental policies insure compliance with state regulations for bidding.

The [Business Office](#), which oversees accounts payable, is committed to remit payment to vendors in a timely and orderly manner. To assure compliance with this commitment, the University has established a process known as "modified exception payment processing." Under this system, vendor invoices are sent to payment services, financial managers are notified of the vendor claim, claims for less than \$5,000 are paid within 15 days unless held by the financial manager, and claims for more than \$5,000 require that the financial manager authorize the payment. This process protects the University by alerting financial managers of payment claim and gives them the opportunity to intercede if there is a service issue. Conversely, the process enhances the University's ability to make timely payments to vendors.

The University operates under an investment policy approved by the University Board of Trustees at its March 1, 1991 board meeting. The policy states, "It shall be the policy of the University of Southern Indiana to manage the investment portfolio of the University in a manner described in Section 30-4-03-3 of the Indiana Statutes. The investment objective shall be to obtain the highest revenue while maintaining safety and insuring adequate liquidity for institutional needs.

Investment policies for the USI Foundation are set by the Foundation Finance Committee. The USI vice president for Advancement, vice president for Business

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Affairs, director of Development (who also serves as the Foundation president and chief operating officer) and the Foundation fiscal officer are members of this committee. The Foundation contracts with a professional investment manager on a fee-for-services basis with a set fee charged, rather than a percentage basis. The manager meets quarterly with the Finance Committee to review the status of investments and recommend any changes to the committee.

Student groups on campus are monitored by the Office of the Vice President for Student Affairs and all abide by numerous rules and regulations. To maintain good standing with the University, all student organizations must register with the Office of Student Development Programs. All of the student organizations must have an advisor; the responsibilities of the advisor are detailed by the Office of Student Development Programs.

The Intercollegiate Athletics Board ensures the integrity of the University of Southern Indiana athletics programs. This board is composed of many individuals involved in the compliance process and chaired by the faculty athletics representative. The faculty athletics representative reports directly to the president of the University and recommends policy, with support of the Intercollegiate Athletics Board, to the president.

The Department of Athletics employs an intercollegiate compliance director who certifies all student athletes, based on progress toward degree, grade point average, and standing within the University. The integrity of the process is ensured by the involvement of the faculty athletics representative and the registrar.

The [Department of Athletics](#) has been proactive in its approach to its compliance program by participating in the NCAA Compliance Blueprint Program. Also, the department has conducted an internal review of its program (which included many faculty and staff members outside of athletics), and participated in the Great Lakes Valley Conference compliance review. All of these activities were conducted on a voluntary basis. All concerns identified as a result of the NCAA study were found to be minor in nature. Random drug testing is conducted four times a year in the 13 intercollegiate programs.

The University contracts with various law firms when legal services are needed. Units requiring legal services coordinate their use of attorneys through the Office of the Vice President for Business Affairs, which must approve and pay all legal fees.

1E.6: The organization ensures that it presents itself accurately and honestly to the public and deals fairly with external constituents.

The University presents itself accurately and honestly to its external constituents. The University works to maintain effective communication with alumni, the USI Foundation, friends of the University, the local community, elected officials and the Indiana General Assembly. Through University publications, individual and group meetings, focus

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groups, and special events, the University reaches out to constituent groups to provide information about the University and to gather information for improving its work.

Examples of University efforts to reach external constituents include:

- *USI Magazine* published three times annually
- USI Web site at <http://www.usi.edu>
- USI Bulletin
- News releases to regional newspapers, television, radio stations, and Web sites
- Regular meetings of the Alumni Association
- Meetings of the USI Foundation with participation by community leaders
- Legislative meetings and events with officeholders and candidates
- College advisory committee meetings
- Southern Hospitality Days to meet with prospective students and their families
- Reports and requests to the Indiana Commission for Higher Education, the Indiana General Assembly, the State Board of Accounts, and the State Budget Agency
- Faculty research presentations, publications, and consultations reach local, state, and national constituencies

The University assures consistency of its messages by having publications copy routed through the Office of News and Information Services, where staff carefully coordinates communication efforts with University departments.

The president of the University makes presentations about the progress of the University to community groups and business leaders. In seeking funds for the University, the president meets with government officials, state and federal legislative leaders, and representatives of grant-making foundations.

The Office of Procurement and Distribution Services is responsible for the purchasing of all supplies, equipment, and services for the University. For certain purchases, competitive quotation/bids are necessary and are received by the Office of Procurement and Distribution Services. Public notices are posted for the solicitation of bids for construction projects. Open meetings are held for the opening of bids and the selection of contractors.

Written policies for the University are available for external constituents through the USI Web site. The University Handbook, the Student Rights and Responsibilities: A Code of Student Behavior, and other University publications, including legislative budget requests, are available for review.

Through the [Office of Institutional Research and Assessment](#), the University collects and publishes a significant amount of data about the institution. This information is readily accessible online.

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The [Fraud Hotline](#) is also available to vendors and other external constituents through the Web site.

Summary

While USI's mission statement per se is too long and detailed to be familiar to all faculty, staff, and students, its central meaning is well known throughout the institution. Our core values of excellence in teaching, accessible and affordable education, and responsiveness to the needs of the community are understood and embraced. Mission statements of shorter length may be easier to memorize, but mission is about more than a memorable phrase. To be effective, mission must be an ingrained understanding of purpose nurtured by shared values. In that sense, USI is very clear about its mission.