

CHAPTER THREE

CRITERION TWO: PREPARING FOR THE FUTURE

Criterion Statement: *The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*

The University of Southern Indiana has been and continues to be an agile institution, adapting to periods of rapid growth in enrollment, a shift to a more residential student body, downturns in the State's economy, changing political climates, technological sea changes, and expanding expectations from constituents. Through formal processes and informal structures, we participate in constant conversations about USI's future. We are well connected internally, from the vice presidential/presidential level and beyond, creating an open environment that discourages territoriality. We are also well connected to our external constituents, constantly gathering information about their needs and expectations.

USI puts into practice our belief that wisdom, not just knowledge, lies in a collective process among internal and external constituencies, making us a Future Oriented and Connected Organization.

Core Component 2A: The organization realistically prepares for a future shaped by multiple societal and economic needs.

2A.1: The University's planning documents and processes reflect a sound understanding of USI's current capacity.

Planning occurs across the University at all levels, from departments to the Trustees' Long-Range Planning Committee. Short-term needs and long-range goals for the University are identified by interrelated financial and academic planning processes.

Financial and academic planning documents are developed within various departments, organizations, and committees and move forward in a logical and pre-determined process until the documents make their way to the appropriate vice president. The recommendations contained in the documents are evaluated and if deemed appropriate are included in the budgeting process, which looks forward several years. Through this process the University is assured the planning documents reflect a sound understanding of the University's current and potential capacity. These documents further demonstrate that attention is being given to emerging factors such as technology, demographic shifts and globalization, as well as the University's role in a diverse and multicultural society. Consequently, the documents are not static but must stand periodic scrutiny and be flexible thereby enabling the University to respond to changes necessary for continued achievement of its mission. The Budget Hearing process is detailed in 2.B4.

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Many of the financial planning documents and plans have standardized methods and processes for their preparation, review, and approval. Some of these documents and plans are required to be provided on a regular cycle by the State of Indiana.

Academic planning is initiated in the departments with input from the external community via advisory boards and committees, surveys and focus groups, and other input mechanisms. University committees involved in academic planning include the Academic Planning Council, the Academic Affairs Council, the Curriculum Committee, the Graduate Council, and the Distance Education Committee.

The [Academic Planning Council](#) is chaired by the provost and vice president for Academic Affairs. Membership is composed of the vice president for Business Affairs, the vice president for Student Affairs, the vice president for Advancement, the vice president for Governmental Relations, the associate and assistant vice presidents for Academic Affairs, the assistant vice president for Student Affairs, the assistant vice president for Business Affairs, the academic deans, the director of Library Services, the director of Institutional Research and Assessment, the director of Graduate Studies and Sponsored Research, the registrar, the chair of the Faculty Senate, the director of the Core Curriculum, the chair of the Curriculum Committee, and the president. Other University staff members, consultants, and resource persons serve in an ad hoc capacity as needed.

The [Academic Affairs Council](#) advises the provost and vice president for Academic Affairs on academic policy and matters such as curriculum and scheduling. Membership is composed of the associate and assistant vice presidents for Academic Affairs, the academic deans, the director of Library Services, the director of Institutional Research and Assessment, the director of Graduate Studies and Sponsored Research, the director of University Division, the registrar, and the assistant vice president for Student Affairs.

The [Curriculum Committee](#), a standing committee of the Faculty Senate, evaluates the curricular needs of the University, suggests and reviews new programs and revisions of old ones, recommends requirements for the bachelor's degrees, recommends basic requirements, reviews changes in the general education program, and approves all courses, majors, minors and programs to be included in the curriculum.

The [Graduate Council](#) is the academic, executive, and planning committee of the graduate faculty. The Council develops the policies for graduate standards; reviews and approves recommendations regarding new academic courses and programs; serves as the legislative and administrative body for graduate programs at the University; and serves as the long-range planning committee for graduate studies at the University.

The [Distance Education Advisory Committee](#) reviews applications to migrate an existing course to distance education format and sends them to the University Curriculum Committee for approval. New distance education course development begins with a project development packet/application from faculty interested in developing a course for distance learning.

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Documentation of University planning resides in the Campus Master Plan, the Academic Program Plan, the Ten Year Capital Improvement Plan, the Technology Plan, the Capital Improvement Budget, the Biennial Budget, the Yearly Operating Budget, the Student Housing Master Plan, and information gleaned from review of various evaluative documents such as the Academic Program Reviews.

The Academic Program Plan provides for a continuing long-range plan to record the University's academic development by projecting the expansion and growth of the University's curricula and detailing the commitment of academic, financial, and physical resources to current and future growth. The plan includes the projection of recommended new programs and the introduction of revised major or minor curricula. In support of new curricula programs, the plan will offer estimated enrollment, faculty needed, expanded course offerings, cost data including library resources needed, and date of implementation for each year and each proposed degree of curriculum. The plan will provide for changes in authorization or implementation necessitated by modified University academic and fiscal conditions, as well as altered justification of degree programs tentatively approved. The plan is prepared by the Academic Planning Council for submission to the University president.

Other Planning Groups and Processes

Councils and committees involved in USI's planning processes include, but are not limited to:

- The Administrative Council reviews matters related to the direction and coordination of operation of the University.
- The Computer Center Advisory Committee is charged with the responsibility to recommend policy related to establishing priorities for utilization of computer time, staff, and peripheral equipment and makes recommendations related to updating computer hardware and software.
- The Faculty Senate, the representative body of the faculty charged to speak on academic policy, participates in the formulation of basic policies governing the campus buildings and their development, assists in any endeavor to improve the functions of the University, and assists in planning for the future development of the University upon request of the president.
- The Faculty and Academic Affairs Committee formulates and proposes policies and procedures regarding faculty appointment, retention, tenure, and promotion; faculty conduct and academic freedom; professional growth, teaching loads, and the facilitation of teaching, research, and service; and provides liaison between the faculty and the library.
- The Student Affairs Committee reviews and recommends general policies dealing with student issues such as admission, retention, and academic standards; University

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scholarships, awards, and honors; student orientation toward academic life and student assessment of the total learning environment.

- The Assessment Committee studies and evaluates student learning outcomes and program assessment needs of the University; facilitates review of existing assessment practices and measures, monitors their effectiveness, and offers suggestions for their modification; and makes recommendations for planning, policy development, and review regarding assessment activities.
- The Development Council plans solicitation of funds from private sources.
- The Staff Council is an elected group of individuals who represent the University support staff. Its purpose is to support the University and assist in making the managerial process more effective by encouraging the enhancement of the work environment and work life of employees, fostering staff involvement in University matters, and upholding and strengthening the University mission.
- The Student Government Association is a representative body of currently enrolled students composed of duly elected members of the student body. The SGA recommends policies and procedures related to student issues and student organizations.

2A.2: Emerging factors such as technology, demographic shifts, and globalization are addressed by the University.

USI is very responsive to our regional constituencies as guided by our mission of access and opportunity, while striving to prepare for a future shaped by multiple societal trends as indicated in the following examples:

- Planning for technology expansion is managed through the University Technology Advisory Committee (established 1999-2000). Its membership includes representatives from each of the University's academic schools and other administrative units. Each administrative unit prepares an annual document outlining its technology plans for the coming five years.
- The campus computer network infrastructure had been outstripped by growth in demands placed upon it by its users. Computer Services formulated a plan to acquire and install the hardware and software necessary to bring the network's capacity and speed to the levels required for current and future uses. The University's budget process resulted in allocation of significant funds to network upgrading as well as expansion of wireless network access across campus.
- A campus-wide software search committee made a decision to purchase the Sungard SCT Banner administrative software in September 2003 to replace the Sungard SCT Plus administrative system which no longer had the functionality to meet the educational and administrative needs and expectations of faculty and administrative staff. The Banner product provides enhanced data and administrative process support to the University's finance, human resources,

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advancement, student services, and academic departments. The transition will be complete in fall 2006. The planning and implementation processes by the University were considered a model by Sungard SCT.

- USI is in the unusual position of having a lower percentage of nontraditional students than at many times in its past. This reflects the rapid growth of the resident population as the campus has changed from an entirely commuter campus to a regional campus to the comprehensive university we are. Emphasis on state-of-the-art residence halls, enhanced student life programming, and expanded international programs are three indicators of our recognition and eager acceptance of demographic changes.

*USI's responsiveness to emerging factors while remaining mission-driven and student-centered makes it a **Distinctive and Future-Oriented Organization**.*

2A.3: USI understands its function in a multicultural society.

Numerous multicultural programs have been funded as represented by the following examples:

- The [Multicultural Center](#) exists to enhance the personal and academic success of students by preparing them to be responsible citizens in a multicultural society. It conducts workshops and programs, many open to the public, relating to diversity as it relates to race, gender, religion, nationality, age, sexual orientation, and disabilities. Participants explore ways they can make the University a place where diversity is welcomed and appreciated. Teaching Human Respect & Encouraging Action Diversity Series (THREADS) is one such initiative.
- [Student Development and the Activities Programming Board](#) are dedicated to extending the student's experience beyond the classroom through student organizations. Student organizations encompass a broad range of multicultural and religious interests.
- [English as a Second Language](#) helps prepare students with intensive English training for entrance to the University while mingling with North American students in a variety of social settings.
- The [Office of International Programs and Services](#) facilitates opportunities for all students to acquire skills necessary to succeed in our global society. It assists in creating study-abroad opportunities as well as bringing international students to USI. It directs the Global Community Program, a multicultural Living-Learning Community with American and international students designed for the sharing of cultures and global issues by interacting with one another on a daily basis.
- The [International Studies](#) major in the College of Liberal Arts is an interdisciplinary program designed to increase awareness of and sensitivity to the traditions, values, aspirations, and concerns of people throughout the world. It provides an excellent background for careers in international affairs, international law, foreign trade, journalism, diplomacy, and other fields, as well as preparation for graduate studies in many disciplines. Every fall semester, the program sponsors a major interdisciplinary colloquium with presentations from multiple

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faculty members in several disciplines. The theme in 2004 was “The Parthenon,” in 2005 “Ram in the Thicket,” and coming in fall 2006 is “Day of the Dead.” Attendance in Carter Hall, the largest venue on campus, is standing room only for this colloquium.

- The [Southern Indiana Japanese School](#) enables the children of Japanese employees of Toyota Motor Manufacturing Indiana and other companies to maintain their knowledge of Japanese culture and language in order to smoothly integrate into Japanese school life when they return to Japan.

2A.4: Effective environmental scanning is incorporated into the planning process.

Planning processes undertaken by the University utilize environmental scanning prior to and after the planning begins. Examples include Human Resources surveys, Housing resident surveys, Student Government surveys, and the Campus Master Plan review. The University employs a participative style to develop plans for the present and future and encourages input from all concerned constituents. Most committees and planning groups include representatives of student, staff, faculty, and administration.

The Campus Master Plan review was conducted by national firms experienced in planning college campuses for the future, with input from University staff and students, Southern Indiana Higher Education, Inc. representatives, members of the Board of Trustees and community leaders, as well as the Vanderburgh County Engineer, Vanderburgh County Commissioners and other local public officials. Roadway and access improvements, parking, and land use of the University property at the perimeter of the campus are of particular interest to these external constituencies. A newly-opened county road providing improved access to campus was named University Parkway—an indication of the community’s ties to the University.

The “Capital Improvement Budget Request” (CIBR) prepared each biennium is also developed with input obtained by environmental scanning. Information used to develop the CIBR includes the needs identified in the yearly budget request process employed by the University to develop departmental budgets, from needs identified by Student Services departments for housing, student recreation and fitness facilities, dining facilities, parking and other facilities. The CIBR is reviewed by many departments and persons, including trustees, faculty and staff, during the preparation phase. The final draft is formally reviewed and approved by the Administrative Council and Board of Trustees.

In 2001 and 2002 a committee met to develop and update the Student Housing Master Plan. The committee consisted of staff from various departments, including two vice presidents, and was chaired by the director of Residence Life. Considerable research was performed, data analyzed, and projections of enrollment and housing demand for future years were made. Information was gathered to project the need and viability of Greek housing. Condition reports on the existing student housing apartments were made and used in the planning process. Overall, considerable time and talent were invested in the committee and the planning process to develop a Student Housing Master Plan.

Students were surveyed and interviewed to help determine the needs and characteristics of the housing units. When the first residence halls were being designed, a full-size mock-up of a suite with furniture in place was available to students to explore and report what they liked and what they wanted changed. With the students' input, the first two residence halls were constructed in 1999-2000 and were a great success in meeting the residents' needs and wants for living space. Two additional residence halls have been constructed since. Architectural firms with experience in building student housing were utilized, together with University staff, to insure the planning process for the student housing was prepared with careful research and knowledge of student housing and helped to involve the University community throughout the process

2A.5: The University's environment supports innovation and change.

The University is supportive of innovation and change as evidenced by the initiation of new programs and restructuring of departments and responsibilities to better serve the University and its internal and external constituents.

- The University of Southern Indiana was the first baccalaureate-level institution in Indiana to provide articulation programs for graduates of Ivy Tech Community College. These initial agreements in 1985 paved the way for other institutions in the state to work cooperatively to assure that graduates of Ivy Tech could transfer their associate degree work toward a baccalaureate degree. Similar articulation agreements are in place with Vincennes University and with the community colleges in nearby Kentucky and Illinois counties. Officials of USI and Ivy Tech continue to work together to create seamless transfer processes. A recent example of this collaboration is the creation of a position for an assistant director of Admission who is based at Ivy Tech and charged with helping Ivy Tech students plan for eventual enrollment in a bachelor degree program at USI.
- In 1999, USI's president appointed a task force to conduct a study of economic and workforce development needs in the service region. More information about the task force may be found in 5D.3.
- Investment in technology has been an important theme of the University's budget request for the last two biennia. A wide variety of courses throughout all disciplines are using Web-based components or other instructional technology for a significant portion of the learning experience. To encourage faculty use of technology in instruction, the University developed a Summer Institute on Online Teaching and Learning. The institute provides intensive technology training to develop online courses and incorporate online teaching and learning strategies in Web-enhanced courses. Additional technical support personnel were added to assist faculty and staff through work on video, audio, and data convergence. With this expertise, the University added capabilities in streaming video, CD-ROM production, DVD production, and Web hosting for the course management software.
- The challenges of technology and the shifting emphasis on how technology is used in an information- and knowledge-based society remain critical to the

institution's effectiveness. Ready access to information and the skills to use information effectively are critical to the success of the University's teaching, applied research, and service missions. Use of multimedia presentations in instruction has increased dramatically and is expected to continue. Instructional Technology Services initiated a program to phase in fixed-in-place media equipment. All new classrooms and some labs are fitted with fixed media equipment and many of the older classroom facilities have been retrofitted with fixed media equipment in an ongoing program. Numerous workshops on using instructional technology, as well as one-on-one assistance, are provided through Instructional Technology Services.

- Installation of an internal network connected to the state's digital backbone was completed, with plans to provide additional data, audio, and video access through new IP network delivery.
- Two automated registration systems using Internet technology are operational and being expanded to provide increased student services from remote sites. Student access to personal academic records, financial aid information, campus events, and information about numerous other student services is available via the Web.
- Remote access to the University's networks for students and faculty was increased. The library catalog data system and such processes as acquisitions, cataloging, and circulation were moved to a new client server system called Voyager.
- High speed Internet access is available in labs, residence halls, and apartments to address shifts in individuals' expectations and ways of working and studying with speed and convenience as high priorities. Wireless access is available throughout the campus.
- USI's Procurement Services developed the first Web-based system for insurance quotes for a university. The Web-based system allows for continuous updates and has resulted in insurance savings exceeding \$200,000 for the University in addition to being well received by the insurance companies.
- An investment of over \$100,000 in Distribution Services' mail processing equipment allows more effective and efficient processing of University mail and freight, reduces lead times, saves more than \$100,000 annually, frees up other University staff for more cost effective work, and allows us to interface with technological processes of the United States Post Office.
- The University community is placing special emphasis on retention and graduation rates through collaboration with GoalQuest™. Project e-AGLE is an integrated Internet messaging system and evaluation program designed to increase freshman retention by delivering reinforcement of critical information via the Web to students at their convenience. One aspect of this cooperation with GoalQuest is a similar system for parents, particularly important for USI's many first-generation college families.
- An innovative diversity initiative sponsored by the Multicultural Center began in spring 2004 – the Interactive Society for Latino/Awareness (ISLA). ISLA provides discussion forums, document postings, Web links, announcements, e-mail groups, and other interactive activities for students, staff, and faculty, as well as prospective students and members of the community interested in Latino

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- issues. During its first six months about 170 members signed up and there were over 9,300 hits to various components of the ISLA Blackboard site.
- Living-Learning Communities have been established for freshmen with similar interests, goals, and academic programs with seven designated “theme” floors within the residence halls. The communities foster an environment for achieving success, building relationships, and getting involved with campus organizations and activities. Students who stay connected and involved are more likely to be successful in their college careers. More information may be found in 3D.2c.
 - The Office of Student Financial Assistance, Registrar’s Office, and the Business Office have recently implemented enhancements including online services and payment plans that facilitated financial aid application, course registration, and bill payment for students and parents.

*Having services and resources available 24/7 to students and other constituents is another expression of USI as a **Connected Organization**.*

2A.6: USI clearly identifies authority for decision-making about its goals and objectives.

A University Board of Trustees appointed by the governor is responsible for the operation of the University and governs the University through the University president. Board policies and procedures are detailed in 1C.2.

The University Handbook defines various academic and administrative structures with authority for decision making.

- An organization chart details the responsibilities of the President’s direct reports including that of the five Vice Presidents - Academic Affairs, Business Affairs and Treasurer, Student Affairs, Advancement, Governmental Relations, – and Office of Athletics, Academic Planning Council, Faculty Senate, Staff Council, Academic Affairs Council, Administrative Council, Graduate Council, and Student Government Association.
- Qualifications, the selection and appointment procedures and duties and responsibilities for deans, department chairs, director of Library Services, librarians, and teaching faculty also are specified therein.
- The University Handbook contains academic and administrative policies, procedures, processes, duties, regulations, etc. applicable to the University of Southern Indiana faculty, support staff, administrative staff, and students.
- The University Handbook contains the Constitution of the Faculty, By-Laws of the Faculty Constitution, and Faculty and Academic Policies.

The representative body of the University of Southern Indiana faculty is the [Faculty Senate](#) which has legislative authority to develop and propose policies governing curriculum and academic degree requirements, academic standards, the library, student conduct and discipline, faculty conduct and discipline and faculty tenure and promotions; resolution authority; review and interpretation authority; and veto authority.

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The [Student Government Association](#) (SGA) represents the student body. It consists of an executive board, administrative vice presidents, representatives, members-at-large, university court, and advisors. The executive officers represent the entire student body to faculty and the administration by setting goals, determining action plans, and executing them to bring about positive changes on campus. The SGA meets weekly and its bylaws list the selection procedures and specific duties and responsibilities relating to the officers and committees.

A memorandum is issued by the University president to the Administrative Council detailing the chain of command in his absence. Memoranda are issued when necessary within a college or department to designate temporarily assigned signatory authority.

The campus Emergency Response Plan on file in Security, the President's Office, the offices of the five vice-presidents, and the Human Resources Office specifies the chain of command.

Various publications including the Campus Telephone Directory, USI Bulletin, University Academic Calendar, and the Web site, provide an overview of a college's or department's mission, responsibilities, and reporting relationships.

Core Component 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

2B.1: USI's resources are adequate for achievement of the educational quality the University claims to provide.

Financial Resources are addressed in 2B.4.

Physical Resources: The University of Southern Indiana is fortunate to occupy a substantial tract of land, much of it still undeveloped, in an attractive rural setting. Since September 1969, the University has occupied 330 acres, mostly donated by Southern Indiana Higher Education, Inc. (SIHE), the nonprofit corporation formed by community leaders in the 1960s to bring public higher education to southwestern Indiana. SIHE still owns more than 1,000 acres for development of higher education opportunities. The USI campus is located in southwestern Indiana on Highway 62 west of Evansville, a metropolitan area with a population of 293,000. Evansville is Indiana's third largest city featuring the core of cultural, economic, financial, medical, and recreational life in southwestern Indiana.

As a young institution, the USI physical plant is relatively modern and attention to its maintenance and upkeep has been a priority from the founding of the campus. A deliberate and conscious effort has occurred to ensure that the physical resources continue to support effective teaching and learning activities in a safe and healthy environment.

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The University has experienced 10 years of substantial growth with a 30.5% increase in enrollment between 1995 and 2005. The rapid growth in enrollment required additional physical facilities including residence halls, classrooms, laboratories, offices, and recreational space along with expansion and the renovation of other facilities. Additionally, the increasing demands on the computer network infrastructure have been considered along with curriculum additions and student social needs. Demands for physical facilities have been met with an investment exceeding \$153 million over the last 10 years as follows:

- Donation by a nonprofit foundation of the McDonald and O'Daniel apartments valued at \$15 million
- Completion of a \$4 million expansion of the University Center in 1996
- A \$15 million Liberal Arts Center opened in the fall of 1999
- A \$4 million Recreational and Fitness Center opened in the spring of 2001
- A \$23 million Science and Education Building opened in the summer of 2003
- Four residence halls – Newman (1999), Governors (2000), O'Bannon (2001) and Ruston (2004) emphasizing the University's changing demographics as an increasing number of students come from throughout Indiana, other states, and other nations
- A \$25 million library construction project was completed in June 2006
- The former library will be incorporated into the current University Center complex, providing much-needed additional student space
- The lower level of the Education Center will be finished to accommodate the Social Work and R.O.T.C. programs
- Funding for design of a College of Business/General Classroom Building was approved in the 2005-2007 biennium, with construction funds the number one capital priority for the 2007-2009 biennium. Design is underway for a \$7.25 million addition to the Recreation and Fitness Center

Despite these advancements, USI is still well behind the average for square feet per FTE student for Indiana higher education institutions. In fall 2003, the average figure in Indiana was 110.5 square feet per FTE, while USI was at 90.7. At that time, Indiana State University, an institution with enrollment essentially similar to USI, was at 142.4 square feet per FTE. Only the Ivy Tech Community College system had a lower figure. Even if all requested capital projects for the next ten years are funded, enrollment projections still show USI behind the Indiana average.

USI has classrooms, laboratories, studios, library, and other support facilities that are adequately equipped to support its mission. Although many of these facilities are referenced elsewhere in this self-study, some prominent examples of those which exemplify USI's commitment to provide its students with state-of-the-art instructional and research areas are:

Student Computing Facilities and Labs: Students have access to 315 computers with 360 lab hours available per week in 12 open labs. There are an additional 497 computers available in 20 structured classroom labs. The total number of students logged in spring

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2002 was 51,142. The total open lab hours were 360 per week, (not including the 24-hour open labs in housing) or 5,400 hours per semester. For every hour the computer labs were open, there was an average of 9.47 students using them.

[The David L. Rice Library](#) offers specialized resources and services to support the research and instructional needs of the students and faculty of the University. In addition to the many materials available within the library, some of the library's 35 online resources include: full-text article databases, e-books, encyclopedias, financial data, online news sources, and a variety of other materials. Members of the University community may take advantage of the helpful services offered by the Rice Library, including reference assistance, checkout privileges, and instructional services. Rice Library houses over 219,000 print book volumes, 580,000 microform units, 94,000 government documents, 30,000 print journal volumes and government serials, plus access to over 13,000 electronic journals, more than half full-text.

The new \$25 million dollar David L. Rice Library opened in summer 2006. Expanded services include additional computers and printers, a more sophisticated checkout and security system with self-check stations, increased numbers and varieties of seating, three reading rooms, two expanded computer labs, and 30 group-study rooms will allow the library to support USI's commitment to excellence in teaching and learning.

[The Liberal Arts Center](#) houses multiple computer labs, a black-box theatre, choral room, TV studio and radio station. Liberal Arts students also have access to the nearby studios for sculpture, ceramics, painting, and print-making. Additional facilities for theatre are about three miles off campus and include the USI Playhouse, a costume shop, and scene shop. Students also have access to resources that are available in the many [Science Labs and Education/Teaching Labs](#) throughout campus.

USI makes every effort to provide facilities compliant with the Americans with Disabilities Act. The Student Disability Advisory Committee has the opportunity to review plans for all new buildings on campus and to make recommendations on potential accessibility issues. As buildings are renovated, the necessary changes are made to improve accessibility. Examples include automatic doors, appropriate signage, changes at the University Home, classroom seating, and ongoing repairs to sidewalks. An ADA staff position will be added in the 2006-2007 fiscal year. This individual will work with faculty and students to ensure that each student receives the best possible learning opportunities and advise on needed changes to the physical environment to promote accessibility to all.

[Human Resources](#): USI has been successful in assembling a team of qualified faculty, administrators, and support staff. These individuals have demonstrated commitment and dedication to meeting the mission of the University by acquiring, maintaining, or enhancing the necessary qualifications. Volunteers and student workers serve to supplement the staffing needs of the University.

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Faculty: To support its academic mission, USI currently employs 311 full-time faculty—119 tenured, 87 tenure-track, and 105 non-tenure track, as well as approximately 315 part-time adjunct faculty. A conscious effort has been made to secure additional funding to convert part-time and special part-time adjunct faculty positions to full-time positions, especially in the English and mathematics departments. Faculty members possess strong professional credentials, with 190 full-time faculty holding terminal degrees.

In accordance with the mission statement, excellence in teaching, including student advising and interaction, 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 engage in service to the broader community will be important additional qualifications. USI faculty members are recognized for their teaching skills, scholarly research, and their leadership in professional organizations. A majority of full-time, tenure-track faculty members, including full professors, teach graduate and undergraduate classes and they incorporate their research and creative activities directly into instructional programs. All full-time faculty are evaluated on an annual basis and performance is reflected through the merit component of the salary allocation process. The provost has instituted a debriefing process of tenure and promotions decisions with deans and department chairs with an eye toward improving the process and enhancing the information available to those preparing for tenure or promotion.

Administrators: USI currently employs 252 administrative staff members, some of whom also teach part time. Members of the administrative staff possess a college degree and/or the appropriate certification or license in their area of expertise. A breakdown of the degrees held by administrators is as follows: Doctor of Philosophy - 14; Master - 96; Juris Doctor - 1; Doctor of Education - 5; Bachelor - 109; and Associate - 7. Many administrative staff members are recognized for their leadership in professional organizations and civic groups. Administrators are evaluated on an annual basis through the merit component of the salary allocation process.

Support Staff: USI currently employs 335 full-time support staff members and 160 part-time support staff members. Support staff members are encouraged to take advantage of USI's employee fee waiver on both credit and noncredit courses. A breakdown of the degrees held by support staff members is as follows: Master - 6; Bachelor - 65; and Associate - 27. Support staff members are evaluated through a formal performance evaluation process on an annual basis. In addition to an across-the-board increase, merit increases have been made available as part of the salary allocation process. Support staff members are recognized for the services they provide to multiple campus-wide activities such as assisting with Move-In Weekend, staffing hospitality tents, and serving as information guides during special campus events.

Volunteer Services: The University of Southern Indiana seeks volunteers who care about all aspects of education. Individuals wanting to share their time and talents in such ways as assisting elementary school students, working on a special project or community event, or supporting one of the University's outreach activities such as tourism, theatre, or

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business and community development programs are a valuable resource to the University. Since Volunteer USI started in 1996, approximately 3,334 volunteers have contributed over 654,900 hours of their time to support the commitment to excellence in teaching and learning. When applying the national volunteer wage rate to the eight-year total, volunteers have contributed over \$10.8 million of staffing support. Volunteers consist of alumni, employees, USI students, local high school students, members of the community, retired faculty and staff, retired community members, and employees of corporations. Volunteers are recognized through several award/recognition programs.

*At its inception in 1996, Volunteer USI was the only university-wide program of its kind. Innovative community-involvement initiatives such as Volunteer USI make us a **Distinctive, Future-Oriented, and Connected Organization**.*

Student Employees: The University of Southern Indiana employs almost 900 part-time student workers through the Student Work and Work Study programs. Student workers are a valuable resource to the University in meeting staffing needs. At the same time, student workers have the opportunity to develop their work skills and supplement their income.

Overall Staffing: In an effort to maximize the allocation of staffing hours, USI has capitalized on sharing FTE among two or more departments, thereby providing the less than full-time support needed in each department, but at the same time offering the employee a full-time, benefit-eligible position. USI has made an effort over the past few years to evaluate the amount of teaching overload and support staff overtime which is being utilized. Additional faculty and staff positions have been added in the areas which experienced high utilization.

USI has several challenges when recruiting qualified faculty and staff members. An aggressive effort to recruit a diverse candidate pool is demonstrated in the search and recruitment reports. Advertisements are placed nationally for all vacant faculty positions and for many administrative positions, in print or through Web postings. USI seeks diversity by placing faculty and administrative position openings in minority journals, Web sites, and through special mailings to minority organizations. Retaining qualified faculty and staff has been accommodated by issuing extended leaves of absences with benefits, facilitating and funding immigration and visa processing, and increasing training and development opportunities.

2B.2: USI uses its human resources effectively and develops those resources to meet future needs.

The University of Southern Indiana is frequently recognized, by the Indiana Commission on Higher Education and others, as having “Indiana’s most productive college faculty and staff.” A work ethic born in the founding days when nearly all faculty and staff wore several hats and many volunteered their time in ways that had little or nothing to do with their profession continues to this day. On the other hand, expansion of the faculty and

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staff has led to greater expertise and specialization, enabling us to increase the intellectual resources available to students and the community.

USI promotes growth opportunities and professional development through its Center for Teaching and Learning Excellence, Course Fee Waiver Program, scholarship and research opportunities, and through conferences and workshop participation. USI provides for base salary increases upon the completion of advanced degrees.

Center for Teaching and Learning Excellence:

The mission of USI's Center for Teaching and Learning Excellence is to promote effective teaching, support continued faculty development, and to facilitate the University community's efforts to provide effective learning experiences for students. The Center is described in detail in 4A.1.

Employee Fee Waivers – Credit and Noncredit:

Eligible employees enrolled in courses at the University of Southern Indiana may receive:

- A waiver of full fees for a maximum of 124 attempted semester credit hours
- A waiver of full fees for baccalaureate degree holders for the number of semester credit hours required to earn a master's degree or to obtain teacher certification at the University. In addition, all preparatory undergraduate courses required by the graduate program advisor for entry into a University of Southern Indiana graduate program are covered by a waiver of full fees. These courses are covered by a waiver of full fees even if the employee has taken the maximum number of credit hours in an undergraduate program
- Eligibility is extended to official retirees of the University and continues during the period of retirement

Full-time employees may receive fee waivers for many noncredit continuing education courses, including those that are job-related courses (e.g., computer applications), fitness/wellness, arts and leisure, and languages. In some cases, material/supply fees are charged the employee or his/her department. The Certificate in Management and the Microsoft certifications are examples of professional development opportunities offered through Extended Services. Extended Services also works with Human Resources to develop and present training programs requested by departments or employees.

In 2005, Extended Services coordinated a Community Emergency Response Team (CERT) training program for 18 employees. Further sessions are planned for the future in the belief that the entire community is safer when the number of those who understand emergency response is increased. Funding for instruction and materials comes from the federal government, with USI providing facilities and release time for those in training.

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New Employee Orientation:

General university new employee orientations are conducted by the Human Resources Office for all new faculty, administrative, and support staff employees. Focused new faculty orientations are conducted by the Center for Teaching and Learning Excellence at the beginning of the fall and spring semesters. Support staff members are assigned a campus ambassador to assist with ensuring the new employee has a campus tour and a mentor.

Other Training and Development

USI provides training and professional development opportunities through many sources including grants and sponsored research, college-level awards, and many on-campus and off-campus seminars, workshops, and courses. The Lilly Endowment grant-funded sabbaticals, customer service training programs, and the Faculty Research and Creative Work Award are just a few examples of these developmental opportunities. The implementation of Blackboard through Instructional Technology offers flexibility in the way classroom instruction is managed.

2B.3: USI's history of financial resource development and investment document a forward-looking concern for ensuring educational quality.

Financial Resources

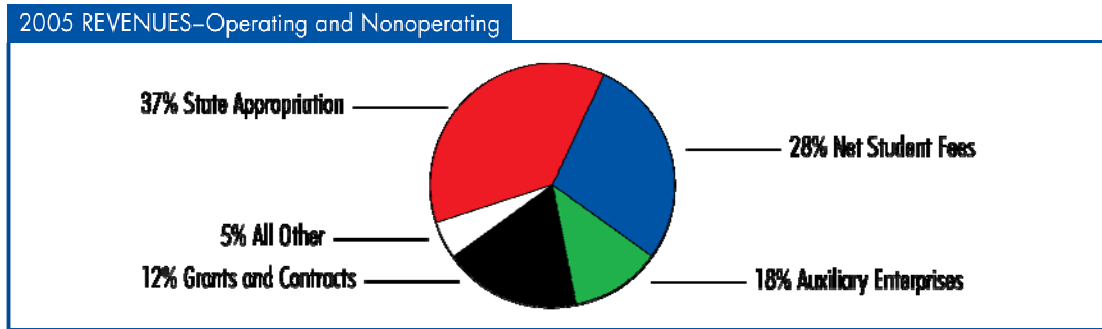
USI's financial resources are managed by the vice president for Business Affairs, who also serves as the treasurer for the University. The responsibility for expending these resources is shared by USI's administration. USI and its administration work effectively within the constraints of the economic environment and successfully utilize available resources to meet the needs of the community. USI continues to deliver quality instructional programs which are consistent with its mission statement.

USI manages its financial resources through the application of widely accepted record-keeping procedures and in accordance with generally accepted accounting principles established by the Governmental Accounting Standards Board (GASB) for public colleges and universities. It is audited annually by the State Board of Accounts.

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. In order to support these programs, USI must generate funds from several different sources. The Office of Governmental Relations was established at USI to assist with securing state and federal funding.

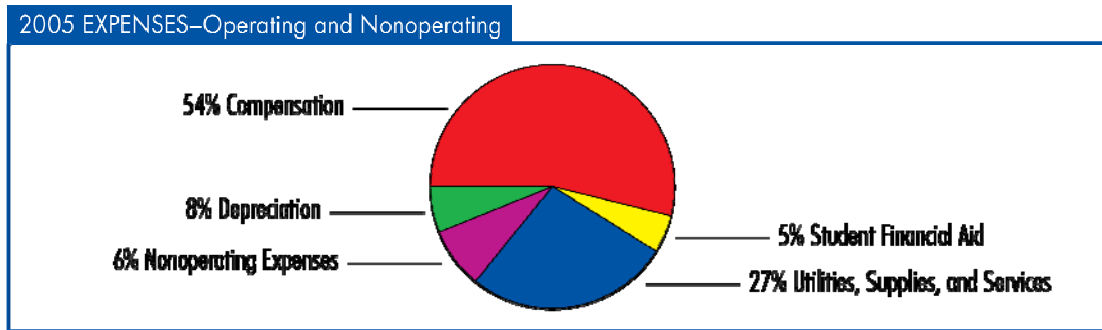
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The following graph indicates revenue sources for the 2005 fiscal year.



Operating revenues increased seven percent over the previous fiscal year. Non-operating revenues increased six percent for the fiscal year ended June 30, 2005.

The graph below indicates expenses for the 2005 fiscal year. Operating expenses increased five percent over the previous fiscal year while non-operating expenses increased seven percent.



To make a judgment on the extent to which expenditures demonstrate an adequate institutional commitment to these functions, the percentage of USI’s total budget allocated to each category is compared to the percentages of the budgets of other Indiana universities. The categories compared include faculty compensation, academic support, student services, institutional support, plant, total instructional department expenditure, and total instructional and student support expenditures.

Budget Hearing Process

Each year the University provides an opportunity for all departments to present their budgetary needs for the coming fiscal year through an open forum budget hearing process. The list of requested items are compiled and prioritized first at the college or department level, then those requests move to the dean or director level for review and prioritization, then they move to the vice presidential level for a combined prioritization. These needs are then presented at the budget hearings. The budget hearing panel consists of the president and the five vice presidents with the assistance of the assistant vice

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president for University Budgets (AVP/UB). Each of five academic colleges, plus Academic Affairs, Student Affairs, Business Affairs, Governmental Relations, Advancement, Athletic Administration, Faculty Senate, and Staff Council have the opportunity to present their needs. Upon completion of the budget hearing process, the AVP/UB works with the vice president for Business Affairs to determine the level of funding available to meet the requested needs. The proposed funding plan is discussed with the president. The AVP/UB then meets with each of the vice presidents to discuss the amount of funding allocated to their areas and based on the level of funding, assists them in making the determination of the items to be funded in their respective areas.

The budgeting process has been very well received by the University community. It provides the opportunity for all needs to be heard, evaluated, and prioritized. It is a valuable planning tool as well. Each item requested is tracked from its initial request through to completion whether it be funded, carried forward to the following year and requested again, or withdrawn from the priority list. Each dean, vice president, director, etc., responsible for a budget request, is given a copy of the priority list reflecting the funding decisions to share with their departments. Even though not everything requested is funded, the priority lists serve as a useful tool in planning the allocation of resources in the future and as a record of the funding history of the initiatives requested. The process requires each department to focus on its needs and to rank those needs in order of importance. Because the requests are made public, the process provides an opportunity for the entire University community to become aware of the needs of others and fosters collaboration to achieve the funding goals and maximize resources.

Examples of the success of the collaborative efforts follow. The College of Liberal Arts and the College of Business had each included a part-time (.5 FTE) computer systems analyst position in their respective budget requests. Rather than attempting to find two part-time employees, a full-time computer systems analyst position was funded and is shared by the two colleges. Many initiatives proposed by the Instructional Technology Services department for fixed technology equipment in classrooms have been funded through collaboration with the Computer Center. These departments work together to provide for the University's technological needs and reduce redundancy. The director of the Computer Center and Telecommunications attends the budget hearing presentations to learn the technology needs of departments, and thus coordinate the needs of the entire University with the needs and resources of the Computer Center.

Private Resource Base to Support University Goals

As indicated elsewhere in this report, monies awarded through the State of Indiana's General Operating Budget Appropriations fall short of what is needed to provide the quality comprehensive programs and services offered at USI. The USI Foundation's mission is to attract, acquire, and manage donors' charitable gifts to support and sustain the goals of the University of Southern Indiana.

The [USI Foundation](#) has grown its organizational and financial assets since the last self-study in 1995:

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- developing a mission statement which supports the University's goals
- meeting annual strategic fund-raising goals to reflect the University's core values and to support the University's immediate needs
- giving leadership to the University's successful first capital campaign
- realizing multiple million-dollar endowment funds and substantial growth of its scholarship assets and permanent endowment

The USI Foundation's Board of Directors works with the Foundation staff to fulfill the Foundation's mission "to attract, acquire, and manage donors' charitable gifts to support and sustain the goals of the University of Southern Indiana." Each year the directors and staff review strategic fund-raising goals, analyzing the previous year's strategies and achievements, and refining the following year's goals and strategies to help meet the University's most immediate teaching and learning needs.

The Foundation's staff maintains the University's database of 60,000 names ensuring that University and Foundation communications and mailings reach alumni, donors, donor prospects, vendors, faculty, and staff. The annual donor base reached a record 5,742 in 2005. Gifts and pledges are solicited to support the University's most pressing needs as outlined in the Foundation's goals. Donors are asked to focus their giving on the University's highest priorities, including the three most prestigious merit scholarships, the Presidential, Deans, and Baccalaureate/Doctor of Medicine scholarships. The Foundation's planned giving officer also solicits estate gifts to support the University's highest priorities, focusing on merit scholarships to recruit and retain the most qualified students.

To provide for continuous collaboration in directing the Foundation's focus and fund-raising priorities, members of its Board of Directors include 42 volunteer community leaders as well as University officers, representatives from the USI Board of Trustees, Alumni Association, faculty, and deans. The University's director of Development serves as the Foundation's chief operating officer. The USI Foundation has been providing over \$1 million in direct cash support to the University for each of the past 10 years, primarily for student scholarships, with additional support for student development, faculty development and applied research, and state-of-the-art equipment and technology. In response to an immediate need in 2003, Foundation monies consisting of \$300,000 in unrestricted funds plus \$700,000 in restricted funds, provided \$1 million to purchase state-of-the-art equipment and technology for the new Torrington Wing of the Science Center.

Giving leadership to *Campaign USI*, the University's first capital campaign, the USI Foundation, with staffing support from the office of the vice president for Advancement, involved each of the University's constituencies—faculty and staff, students, alumni, donors, Foundation, and Trustee board members—in helping set the featured objectives of the campaign as well as in staffing the campaign. The campaign, which ran from July 1, 1996-December 31, 1998, surpassed its \$10.5 million goal, raising more than \$18 million in current gifts and an additional \$6 million in deferred gifts to support the University's core values, including the prestigious Presidential Scholarships, Faculty

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Enhancement, Student Life Enrichment, and Technology and Equipment. Final distribution of *Campaign USI* funds—at the end of the five-year pledge period in 2003—reflected that the campaign had exceeded its base goals for each of the featured objectives as follows: \$2.67 million in Presidential Scholarships, \$2.3 million in faculty enhancement funds, \$1.67 million in technology and equipment, and more than \$990,000 in student life enrichment programs. The campaign's extraordinary success reflects the community's support of the University of Southern Indiana, with 95 percent of the \$24 million in current and deferred gifts coming from donors in the State of Indiana, 87 percent from southwestern Indiana, and 83 percent from Evansville.

The growing accomplishments of the USI Foundation's annual fund-raising appeals reflect ongoing strong community support, with total charitable gifts from the University's alumni, friends, and area businesses increasing from just over \$2 million in 1995 to \$8.15 million in 2005, with a record \$9.49 million in 2002. On an average, 95 percent of total charitable gifts the USI Foundation receives each year come from friends of the University and area businesses with an average of \$200,000 coming from the University's relatively young alumni body.

*The outstanding community support enjoyed by the University of Southern Indiana highlights our status as a **Connected Organization**.*

The University's faculty, administrators, and support staff also demonstrate strong support of University programs through their charitable giving. During the 2003-2004 annual employee mail solicitation, a total of 471 out of 778, or 61% of the employees, gave a record-setting \$247,930 to a variety of academic, scholarship, and program funds. During the 30 months of active *Campaign USI* solicitation of gifts and pledges, faculty, administrators, and support staff committed a total of \$2.3 million, exceeding their \$2.25 million goal with their charitable giving restricted either to the campaign's featured objectives and or to their ongoing annual giving. During the more recent Challenge for Academic Excellence, an initiative of the Lilly Endowment to encourage the University's closest constituents to increase their philanthropy, the faculty and staff category contributed \$383,075 in paid-up gifts to support academics, topping its \$250,000 goal within the 18-month period, July 1, 2002 to December 31, 2003. This Challenge campaign attracted over \$5 million in gifts topping a goal of \$4.5 million, thereby qualifying the USI Foundation for a total of \$4 million in matching grants from Lilly Endowment to fund its new permanent Endowment for Academic Excellence, with income to perpetually enhance academics at the University.

An increasing number of faculty and staff also support the development of scholarships, either establishing the scholarships themselves or being honored with a scholarship or award. The Visionaries recognition wall display in the University Center records the 87 scholarships established since 1976.

Significant increases in million-dollar charitable gifts and grants have boosted the USI Foundation's assets to \$52 million in 2005, up from \$5 million in 1994. Thirteen million-dollar gifts from friends of the University (Carter, Suhrheinrich, Epi-Hab, Pott,

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Hazeltine, Ruston, Torrington, Renner, Harrison, Clift, Lilly Endowment, Couch, Gumberts), came primarily as leadership gifts to *Campaign USI* or through planned estate gifts. The majority of these million-dollar gifts established scholarship endowments, which are expected to increase annual private scholarship support to USI students from \$717,883 in FY04 to more than \$1 million by FY06. Scholarship assets have multiplied from \$2.3 million in 1994 to \$25.6 million in 2005. Additional major endowments include the Endowment for Academic Excellence with its \$4 million in assets, the Pott Endowment of \$1 million which supports the Pott College of Science and Engineering, and the USI Epi-Hab \$1.5 million endowment for Disability Studies. The Foundation's permanent endowment was valued at \$20 million as of 2005.

2.B4: The planning process insures preservation of the University's history and heritage.

The University of Southern Indiana is both a physical entity occupying buildings and space on the land as well as a community with traditions and institutional memory. The development and implementation of the campus master plan is an excellent example of how USI's planning process has preserved and enhanced the physical heritage of the University. The original Campus Master Plan was prepared in 1968 as the first buildings and the campus grounds were being constructed and developed. This plan was developed with input from the University's administration and other stakeholders, including Indiana State University officials in Terre Haute. The original Campus Master Plan was updated and revised in 1996 and again in 2005 with many of those who assisted on the original master plan helping with the update. This continuity of ideas and concepts helps to insure the preservation of the campus' heritage and history. Care is taken to preserve features including the style and construction types of buildings and special features on the grounds such as maintaining the grass hill near the University Center and the overall "sense and feel" of the campus.

Architectural and engineering firms contracted to design facilities are given a set of parameters and guidance prior to starting a design. The campus administration, University committee representatives and Board of Trustees members discuss the project parameters, needs, wants and other criteria with the designers and planners prior to starting a design and during the design development phase. The input from a wide cross section of the campus insured a product that is desired in all ways and meets the needs of the University. The planning process for new facilities utilized by USI helps to insure a preservation of history and heritage by having both senior staff and younger staff participate, so the heritage and traditions can be taught and carried forward in future years.

USI has many staff, faculty, and administrators who have served the University for several decades. These people help to communicate and transmit the values, legacies, and heritage to younger staff. Both Byron Wright, USI's first vice president for business affairs, and Jeff Hays, retired purchasing director, have documented the history of the University from their perspectives and areas of responsibilities and passed it on to the University community for the sake of preserving the history and heritage of the campus.

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Daniel Miller, author of *How the South Won: The Making of USI*, the story of USI's progress to independent university status, served as professor and department chair of history from the 1960s into the 1990s.

Certain campus events and activities have a long tenure on campus. Each year the Eagle Gran Prix, a bicycle race for student groups, is held on a Saturday. The fall holiday season brings the annual Madrigal Feastes, an "old English" music and dining event. USI celebrates its Founders Day each September by honoring faculty and staff who have completed 25 years of service. These and other long-running events help to preserve the heritage of the campus.

USI's celebration of its 40th anniversary during the 2005-2006 academic year provided many opportunities for longtime constituents to revisit significant past events and to share memories with today's students and staff. In addition to a dinner and other activities, stories and memorabilia were gathered for displays and a [Web site](#).

2B.5: *The University has a history of achieving its planning goals.*

Since the last decennial evaluation, the University of Southern Indiana has experienced many changes. Physical facilities including office, academic, fitness/recreation, and food services have been expanded and additional residential facilities built or acquired. Several high-level personnel changes in the academic and administrative areas also occurred which fostered a period of curriculum, program, policy, and procedure assessment and review.

With these changes, USI continued to meet the Indiana Commission for Higher Education's challenge to the state's postsecondary institutions to serve more Indiana citizens in a cost-effective manner while maintaining and increasing the quality of the system. The Board of Trustees and USI's administration have acted effectively to preserve an efficient organizational format for the institution, address budgetary challenges, and increase the number of staff and tenure-track faculty. USI faculty members have continued to teach, engage in scholarly research, develop the curriculum, and shape policy. Furthermore, University policies and procedures governing University functions, faculty, staff, and students are articulated and enforced. Finally, expenditures during the past decade have continued to support institutional commitment to excellence in teaching and learning.

During this period of state budget reductions, student enrollment at USI continues to increase. The lag in state funding for enrollment increases has forced universities to shift more of the cost of higher education to the student. Knowing that access to higher education can be adversely affected by cost, maintaining affordability remains a core value of USI. It is critically important for the State to continue to make investments in higher education for the future development of the State of Indiana.

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Core Component 2C: USI's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Academic assessment and evaluation of teaching and learning is addressed at length in the next chapter.

Various standing committees composed of faculty, staff, administrators, and in some cases students, ensure that shared governance is in effect and that strategic planning is woven into the fabric of all the institutional continuous improvement processes. There are over 40 standing committees; over 60 if the Faculty Senate, Staff Council, Student Government Association, and other committees are included.

At the [Board of Trustees](#) level there is a Long Range Planning Committee which reviews plans and activities of major University units on a rotating schedule (see schedule of units appearing before Board of Trustees Long Range Planning Committee). The president heads the Administrative Council, which meets weekly to review activities of the University units and plan future directions and share information.

The provost and vice-president for [Academic Affairs](#) directs the Academic Planning Council and the Academic Affairs Council. The Academic Planning Council meets each semester to plan the development of academic programs. The Academic Affairs Council meets weekly to exchange information concerning the business of the academic colleges (Business, Education and Human Services, Liberal Arts, Nursing and Health Professions, Science and Engineering) and other units reporting directly to the provost: the David L. Rice Library, Extended Services, University Division, and Graduate Studies and Sponsored Research. Departments and programs use a variety of planning, assessment, and evaluation practices; the most rigorous include the Academic Program Reviews, Annual Budget Hearings, and for professional programs, external accreditation reviews.

[The Office of Institutional Research and Assessment \(OIRA\)](#). OIRA provides a myriad of data gathering, analyses, and reporting at the institutional level and supports the assessment, research, and planning activities of the University at all levels.

The [vice president for Governmental Relations](#) and respective reporting units conduct data gathering, research studies, and reporting for governmental agencies. They also conduct University-wide studies on human resources and coordinate the staff performance appraisal system.

The [vice president for Business Affairs](#) and subordinate units provide oversight, research, planning, and reporting on fiscal management matters (e.g., operating budget, capital budget, facilities planning, salary reviews, and financial audits). They also direct the annual budget review process which is a major University-wide integrated planning strategy.

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The various units under auspices of the [vice president for Student Affairs](#) conduct their studies, program evaluation, reporting, and planning utilizing their directors, data managers, and other staff. The student groups and organizations also conduct a myriad of evaluation and planning activities as decided by their membership under the direction of student leaders and the guidance of their sponsors.

The [vice president for Advancement](#) and Advancement units utilize their administrators and data manager for their quality assurance, evaluation, reporting, and planning processes.

2C.1: The University's evaluation processes provide that its performance meets its stated expectation for institutional effectiveness.

USI calculates its institutional effectiveness through a variety of performance indicators designed to meet its internal expectations as stated in the mission, as well as those of external constituencies. The University prepares and submits the online Annual Report on Organizational Information and Operational Indicators required by the Higher Learning Commission. The Indiana Commission for Higher Education (ICHE) mandates collection of an array of evaluative data on an annual basis. The ICHE guidelines are outlined in the [Indiana Framework for Policy Development and Planning](#) and summarized in Appendix I of that document. The ICHE reports are compiled and submitted by the vice president for Governmental Relations. The latest USI Institutional Performance Indicators submission is being reviewed by ICHE and a state-wide summary report will be issued by ICHE.

The institution consistently produces analyses comparing it with peer institutions and participates in national surveys and studies that report national normative results. Evaluative reports and related data on institutional effectiveness are generated regularly by the Institutional Research and Assessment Office and reported in councils and committee meetings and at meetings of the Board of Trustees. For example, the 2004-2005 [Office of Institutional Research and Assessment Annual Report](#) lists 13 major reports and studies, 15 selected external surveys, 25 examples of internal surveys, and examples of the 745 ad hoc requests for institutional data generated by July 2005. See the OIRA Annual Reports online for detailed description of activities and support provided to the University community. The assistant vice president for Academic Affairs and the director of Institutional Research and Assessment both do reporting as determined by their memberships on standing committees.

At the individual employee level, faculty, administrators, and staff are evaluated through annual performance reports and personnel appraisals. This participatory process provides University employees with the opportunity to set goals and continuously improve their performance and professional development through formative and summative evaluation, thereby contributing to the overall improvement of the University.

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2C.2: USI maintains effective systems for collecting, analyzing, and using organizational information and uses appropriate data and feedback loops to support continuous improvement throughout the organization.

Periodic reviews of academic and administrative sub-units contribute to improvement of the organization. Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement.

The work of the more than 60 University councils or committees allows for continuous review of academic and administrative sub-units and overall University processes within the context of institutional effectiveness. One example is that of the work of the University Assessment Committee (UAC). The UAC undertook an assessment of student academic achievement utilizing the Higher Learning Commission's Assessment Culture Matrix (formerly known as the Levels of Implementation) at the college level. Results of this study can be found at the UAC [2003-04 Annual Report](#).

Recently the Office of the Provost and Vice President for Academic Affairs submitted a report, titled *The Assessment of Student Learning at the University of Southern Indiana*, to the Indiana Commission for Higher Education which outlined the philosophical approach and structural framework for assessment at the University. Educational effectiveness is evaluated through the Academic Program Reviews, conducted on a five-year cycle, and in annual performance evaluations of deans, chairs, program directors, and faculty. Many departments and programs also are reviewed in regular cycles as part of their reaccreditation process. Recently, the Academic Program Review guidelines and process were thoroughly reviewed and assessed by an ad hoc committee of faculty and administrators chaired by the provost and vice president for Academic Affairs. Overall, the process was reaffirmed with a few minor changes and new emphasis on the complementary role of external or program-specific accreditations or reviews.

A major assessment practice administered by the Office of Academic Affairs is the course evaluations that are conducted every fall and spring semester to provide for student evaluation of teaching. During the time period covered by this self study, courses were evaluated through paper forms known as the Purdue Cafeteria system. In 2005 the Faculty Senate created an ad hoc Student Evaluation of Teaching Committee charged with the task of developing a new instrument and investigating delivery modalities. After consultation with faculty and administration, the University entered into a contract with Scantron and the new evaluation instrument will be tested during summer 2006. Distance education course evaluations are administered via the Web using a locally developed online survey.

An assessment and planning practice that exemplifies an effective feedback loop is the USI annual budget review process (detailed in 2B.3). It includes input and data collection at each level and from each area of the institution's purview. The budget review reports and documents can be accessed via the resource room files.

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A recent inventory of direct and indirect learning indicators and descriptors identified a collection of over 40 formal and informal practices used by departments and colleges for assessment of student outcomes. For example, the College of Nursing and Health Professions utilizes very detailed and comprehensive Evaluation Master Plans for both its graduate and undergraduate nursing programs. The College of Business relies on the accreditation standards of AACSB International—The Association to Advance Collegiate Schools of Business.

In addition to the programs with external accreditation are the academic programs in the liberal arts and sciences; they also exemplify an effective feedback loop from assessment and planning through the annual budget review process. For example, in the Pott College of Science and Engineering, each year the Department of Biology administers the Biology Major Field Test. Recently the test results indicated to the department a need to change the program curriculum and faculty hiring patterns to support continuous improvement to expand their major disciplinary expertise in their faculty and curriculum; as a result the proposed curriculum change was outlined in their academic program review and included in the departmental and subsequently college budget request through the Budget Review Process. Similarly, the Department of Physical Education, as a result of its departmental assessment plan, revised the curriculum by introducing a new course, Health and Wellness.

Administrative and support units conduct assessment, evaluation, and planning processes on an ongoing basis. An example of a successful assessment practice and feedback loop in Student Affairs is the multifaceted student orientation program evaluations conducted by the Office of Student Development Programs. For many years Student Development has collected evaluation forms during each orientation session from incoming freshmen, transfer students, families, and parents. Additionally, staff members conduct planning meetings prior to each cycle of orientation and request after-action input from those individuals and units on campus affected by and involved in the process. As a result of this continuous feedback cycle, student orientation has been refined and reduced from two or more days to a one-day event. This streamlined format has added immensely to the efficiency and effectiveness of the operation, as well as enhanced convenience to prospective students and their families. Other Student Affairs units, including Career Services and Placement, Counseling Center, Student Financial Assistance Office, and Career Counseling Center, use combinations of student satisfaction surveys, client evaluations, employee evaluations, or annual reporting processes to monitor their operations and to formulate goals and improvement activities for each new year.

The Human Resources Office, under direction of the vice president for Governmental Relations, participates in and utilizes various salary and benefit surveys when administering the University's compensation and benefits programs. The Human Resources Office conducted a survey of attendees and presenters participating in new employee orientation to obtain feedback for program improvement. The new employee orientation program is currently being changed as a result of the feedback. Exit interviews are conducted for employees leaving USI and the information gathered is instrumental in gaining insights on employee and workplace issues. These HR feedback

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loops provide a mechanism to plan proactively and ensure continuous quality improvement.

Two exemplary assessment practices are found in the Office of Printing Services and the Office of Alumni and Volunteer Services, units under the vice president for Advancement. Printing Services adheres to a system of quality assurance that involves close communication between customers, Printing Services staff, and vendors. By continually monitoring operations and reporting methods for accuracy, economy, efficiency, customer service, and quality, the department ensures that services and products are at a maximum level of professionalism and support the mission of the University. Alumni and Volunteer Services utilizes periodic surveys of its alumni to maintain responsive, quality services to that segment of the USI community.

In a collaborative effort led by Instructional Technology Services and also involving the Computer Center, Rice Library, Academic Affairs, and the OIRA, separate annual technology surveys for students and employees are administered online. The results of these surveys are used to plan for and improve future equipment use and acquisitions, facilities, training, and services in the area of technology.

The assessment of student learning outcomes is a vital component in the University of Southern Indiana's commitment to educational excellence. In fact, the continuous measurement of learning and rigorous program evaluation permeates the very fabric of the institution. Long before the national movement toward assessment in the 1980s, the University of Southern Indiana had a solid program in place to assess student learning in the core curriculum as well as in the academic major. The leadership of the faculty in voting to dedicate one entire instructional day each academic year to the assessment of student learning exemplifies USI's commitment to providing programs of excellence that enhance the undergraduate experience at the University of Southern Indiana. These activities assure that USI graduates are prepared for the world outside the university—whether it is graduate or professional school or entrance into the workforce.

The University participates in numerous data shares and cooperatives to provide benchmark data, such as: Consortium for Student Retention Data Exchange (CSRDE) and the National Study of Instructional Costs and Productivity (NSICP) also known as the Delaware Study. The OIRA also utilizes the U.S. Department of Education (ED) National Center for Educational Statistics (NCES) Integrated Postsecondary Educational Data System (IPEDS) online peer analysis tool (IPEDSPAS) to conduct peer analyses.

Data are collected, analyzed, and reported through the OIRA Web site and disseminated in various formats to other levels of academic and administrative units. The director of Institutional Research and the OIRA staff effectively provide a system of data creation, recovery, and analysis for constituents throughout the organization. The student evaluation of teaching course evaluation system exemplifies a major feedback loop for curriculum and instruction continuous improvement. The OIRA cyclic reports and special studies, the academic program reviews, council and committee reports, and the budget process provide continuous feedback cycles. Although it remains an effective collector

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and disseminator of organizationally useful information, the OIRA recognizes areas that need improvement. There has been limited success thus far at the coordination of *all* surveys and program evaluations done at the University through OIRA. Knowing all the data collected on campus will allow for more productive use of the information by multiple units within the organization and prevent duplication of effort by them. In a new initiative, the OIRA now requests completion of an annual feedback form for all deans, chairs, and program directors, as well as data requestors.

2C.3: Periodic reviews of academic programs and administrative offices contribute to USI's improvement.

The organization provides adequate support for its evaluation and assessment processes. Assessment of effective teaching and learning and support for faculty development are addressed at length under Criterion 3. Examples of other assessment and evaluation processes include the following:

- Realizing the central role that the Budget Review process holds for institutional planning and effectiveness, a new staff accountant position was created in 2001-2002 to support the process.
- Preparing for the future, recently the University undertook a three-year process to upgrade its computer data systems. The SCT Plus system conversion to Sungard SCT Banner is nearly complete. This conversion and implementation will facilitate data maintenance and integrity, enhance data warehousing, and make reporting processes more end-user based. The conversion and implementation involved a major commitment of time and resources across the University and will be completed, on time and on budget, in October 2006.
- The Office of Institutional Research and Assessment's budget has allowed (with some limitations) for adequate office staffing, training, supplies, and equipment. However, as with most other areas of the University, the rapid growth experienced in the past 10 years has brought pressure upon the office's budget, and each year more has to be done with less. With increased emphasis on planning and the expanded capabilities of the Sungard SCT Banner system such as data warehousing, and more user-friendly reporting, the OIRA has had to evolve to prepare for the future. A recent restructuring of the OIRA is expected to improve the productivity and efficiency of the unit.

Core Component 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

2D.1: Planning processes center on the mission documents that define USI's vision, goals, and strategic priorities.

The essential components of the University's mission statement guide planning for institutional priorities. A fundamental component of the University's mission is "to support education, social and economic growth, and civic and cultural awareness in

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southwestern Indiana...” and to these ends the University has focused its budget planning process. As evidence:

- The development of new and strengthening of existing academic programs is linked to the social and economic growth of the region and deepening of educational opportunity. The newest programs in engineering, food and nutrition, special education, and early childhood education were the result of open consultation with constituencies in the region.
- The master plan for capital improvements on campus has been a consultative process of faculty, administrators, staff, and Board of Trustees members to serve the educational and service missions of the University. The Science and Education Center, the new David L. Rice Library, and planning for the new College of Business building, along with extensive planning of exterior spaces, reinforce mission goals.
- Support for programs such as Historic Southern Indiana, Historic New Harmony, and other New Harmony programs such as the New Harmony Theatre and the Gallery of Contemporary Art significantly contribute to the cultural richness of the area.
- Beyond credit-bearing programs, an extensive range of noncredit opportunities help students and citizens in the region deepen their knowledge of particular subjects, broaden their skills to enhance job opportunities, and become active citizens of their communities.

Mission values are an integral part of the planning process and development of priorities on campus. Most remarkable is that the campus community engages in an open conversation about its priorities every year in budget hearings wherein every major unit presents its priorities.

2D.2: Results of planning are evident in USI’s operation.

The results of planning in USI’s operation are evident first in a simple visual scan of campus. Care has been taken to preserve the natural beauty of the area even while enrollment growth has necessitated the construction, expansion, and renovation of buildings. The campus includes woods and meadows, as well as two lakes.

Besides facilities, planning for the continued enrollment growth has also resulted in an increase of faculty and staff. Because the graduate programs are primarily professional programs for part-time students, the University uses instructors to cover added courses, rather than graduate assistants. A program to convert part-time faculty positions to full-time positions as funds allow has been in place for several years.

Increased enrollment of better academically prepared students also shows evidence of USI’s efforts to attract top scholars. Examples of such planning includes the fact that

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Student Financial Assistance makes more awards to top students each year and the USI Foundation awards more scholarships. Furthermore, top Indiana scholars are choosing USI as their university of choice at an increasing rate. In 2006, the number of top scholars in all Southwestern Indiana high schools choosing USI was 23, with Indiana University second at 14 (as reported by *The Evansville Courier & Press*, June 2, 2006).

Graduate programs have developed through careful academic planning. Graduate programs typically undergo a lengthy planning process, beginning with informal discussions among the department faculty. After internal scanning to ascertain need and resources required—both available and lacking—when the results appear to justify the implementation of a new program, the faculty obtain approval from the dean to introduce the idea at the Graduate Council and submit a draft proposal to the Academic Planning Council. Upon initial approval, typically the faculty conduct a more formal needs analysis, develop a budget, and plan the curriculum. They submit the proposal to the Graduate Council and the Academic Planning Council for final approval and submit funding requests through the budget hearing process.

2D.3: The long-range strategic planning process allows for reprioritization of goals when necessary because of changing environment.

An example of USI's ability to reprioritize goals is the introduction of the engineering degree program. As a result of the report of the President's Task Force on Economic and Workforce Development and discussions between the faculty of engineering technology and an Accrediting Board for Engineering and Technology (ABET) accreditation team, in 2002 the University introduced a major in general engineering and as a result, USI engineering graduates have more job opportunities and the region has additional engineers to attract new employers requiring engineering skills. Over the past 30 years, many of USI's engineering technology graduates have passed the Professional Engineer (PE) exams and become registered PEs. While 40 states allow the licensing of graduates from engineering technology programs as PEs, 10 states do not; three of them bordering Indiana. This restriction limited the job opportunities for many USI engineering technology graduates. Additionally, government employers and major regional employers were reluctant to hire the technology graduates as engineers.

Funds previously allocated to engineering technology were moved to the new engineering budget, along with new funds from the state and the Lilly Endowment. USI honored its commitment to already-enrolled engineering technology students by helping them complete their degrees utilizing a mixture of old and new courses.

Preparing for the future, the Department of Engineering is considering the development of a new program of manufacturing technology to meet the needs of area employers for hands-on engineers. The program also will provide an alternative to engineering students struggling with higher-level math and science courses. The manufacturing technology program will allow these students more hands-on coursework and less theoretical coursework than the engineering program.

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Another example of reprioritization of goals is the construction of the new David L. Rice Library. The University originally planned to expand the library, which was too small and overcrowded, dated in appearance, and unwelcoming to today's students. As plans to expand and update the current library building were made, researched, and discussed, it became increasingly apparent, based on an extensive cost benefit analysis and changing technology and student needs, that it would be more advantageous to construct a new free standing library and renovate the current building for other University purposes than to expand the current building for library uses.

2D.4: Planning processes involve internal constituents and, where appropriate, external constituents.

Internal committees involve broad representation from departments and groups. The committee working on the implementation of the new Sungard SCT Banner software is a good example of a special project committee. As the need arose for a new University-wide computer system, a search committee was formed to research the issue. The search committee invited representatives from the major software companies to conduct on-campus demonstrations. Representatives of offices across the University were invited to attend the demonstrations and provide feedback on the strengths and weaknesses for usefulness in each area. The three-year conversion and implementation project impacted all areas as they became involved in the process of set-up, training, and implementation.

USI has an Extended Services division whose mission is outreach. Extended Services complements the University's traditional role by providing and facilitating quality educational, research, and technical services for people, groups, and organizations in Indiana and the Tri-State. These activities support and promote individual well being, social and cultural enrichment, economic opportunity and regional development. [Extended Services](#) serves businesses and organizations by providing expert consulting services in assessing needs and providing training and organizational development assistance. It is also affiliated with the Evansville Chapter of the National Association for Purchasing Managers (NAPM) and, until recently, the Tri-State World Trade Council.

Also housed in Extended Services is the [Quad Counties Development Commission](#), or QCDC (formerly the Southwestern Indiana Regional Development Commission). QCDC, a collaboration of Gibson, Posey, Vanderburgh, and Warrick Counties, formed to facilitate strategic planning and implementation of economic development projects crossing county lines. QCDC was the result of a federally-funded regional strategic planning process involving public officials and private citizens. USI Extended Services staff organized and facilitated the planning process. USI continues to provide administrative and technical support for the QCDC.

When Toyota Motor Manufacturing of Indiana and suppliers to the facility started production in the late 90s in the region, the region experienced an influx of Japanese families. The Southern Indiana Japanese School (SIJS) opened in September 1997 in Evansville at the request of Japanese companies locating in southwestern Indiana. USI manages the school which exists to enable the school-age children of Japanese employees

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of local companies to keep up with their peers in Japan and to help these children integrate smoothly into Japanese school life when they return to Japan. Any local child who would like to study at SIJS also may be accepted if he/she has adequate Japanese language skills for participation in classroom activities.

*Responding to community needs with projects such as QCDC and the Southern Indiana Japanese School shows USI to be a **Connected Organization**. Having the ability and resources to be able to flex to meet such needs shows us to be **Future-Oriented**.*

External constituents are invited to participate in University activities. For example, the staff of Career Services makes it a priority each year to maintain current and create additional relationships with employers of USI interns and graduates. The staff members of Career Services serve on several local, regional, and national associations which involve prospective employers of USI graduates and frequently attend meetings and conferences. In meeting with current and prospective employers, the University learns about future opportunities and areas where growth is needed.

Additionally, many academic departments have advisory boards of prominent external business and industry leaders to give input and suggestions to the academic departments. For example, the College of Business has a Board of Advisors that meets at least twice a year. Within the College of Business, there is also an Accounting Circle and Information Technology Advisory Board as well as a faculty member designated as coordinator of external relations.

Two issues have been receiving increasing attention by the Indiana legislature and Governor's office—tax dollars leaving the State of Indiana through purchases from out-of-state vendors and the need to develop business with Disadvantaged Business Enterprises (DBEs)—minority and small businesses within Indiana. Both issues have been discussed with University financial managers and departments. Additionally, representatives from USI's Procurement staff and those of other State universities have met to discuss how best to promote diversity in the supplier network; identify and integrate DBEs into our supplier bases and establish a process to monitor and evaluate the DBE program. Support of the DBE program has been shown by attendance of the staff of USI's Procurement Office at Indiana Regional Minority Supplier Development Council meetings. The recently implemented Sungard SCT Banner financial reporting system enhances the University's ability to track and capture these dollar expenditures by vendor.

Overall, the evaluation and planning processes are standard at USI. A priority is planning to be responsive. As goals are set they are not seen as being inflexible restraints but as guides to meet the changing needs of our constituents. This flexibility allows USI to respond to future challenges and opportunities.

*Constant communication with internal and external constituencies throughout our planning processes makes USI a **Connected and Future-Oriented Organization**.*

Summary

USI is connected to its constituents through multiple organizations and processes and with limited resources has needed to plan carefully to fulfill its mission to provide quality education. The University is committed to maintaining its agility in anticipation of future opportunities and changing conditions. Forty years of history demonstrate USI's ability to achieve planning goals.

The University of Southern Indiana was founded in response to community need for public higher education. With USI in its fortieth year, the acceptance for public higher education in southern Indiana is evidenced by the more than 23,300 University of Southern Indiana graduates since 1971, with about 75 percent remaining in Indiana after graduation. The state has made a major commitment in the physical facilities of the 300-acre campus. From the beginning the fundamental missions of expanding access to postsecondary education and providing service to the citizens of the southern Indiana region have remained the primary goals of the University.

Because the state of Indiana has such a low educational attainment level, the University has been working to reach greater numbers of students. Participation in postsecondary education in Indiana lags the national average. The University of Southern Indiana was founded because of the critical need to provide education to an underserved area. With USI's leadership, the educational attainment level in all southern Indiana counties has outpaced the state and national averages. The University has helped to overcome both geographic and financial barriers to higher education and more than four-fifths of all southern Indiana high school graduates are now aspiring to postsecondary work. This figure has more than doubled, from 33 percent in 1985 to a present figure of 84 percent.

Strengths

Among public institutions, the University of Southern Indiana is regarded as responsive, student-centered, efficient, and innovative. Its appeal to students is found in its size, the quality of programs, the accessibility of professors, its beautiful environment and innovative housing, its proximity to an urban center, and the friendliness of students, employees, and the community.

USI has numerous regional partnerships and linkages encouraging economic and workforce development. Those we help, help us in return, as evidenced by individual and corporate giving to USI scholarships, faculty development, and general fund drives.

Challenges

Perhaps the greatest challenge is to continue to grow and improve with the limited funding available. While USI has generally fared well in the state legislature, statewide budget constraints make funding at the level needed to serve the growing expectations of our constituencies a challenge. USI is well known as the "most productive state university," a sobriquet that makes us proud. The downside, however, is that resources,

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particularly full-time faculty, are often stretched too thin to be able to respond to community needs as we would like.

The funding for and completion of major campus structures during the past 15 years of rapid enrollment increases allowed the University to keep pace with its growth, but further expansion of the campus physical plant will be necessary for the foreseeable future.

Opportunities

With southern Indiana in the midst of economic expansion since the location of a major Toyota manufacturing facility and related industries, USI is playing an even larger role in regional development. The need for expanded opportunities is more evident than ever with the increased importance of education and the re-education of the workforce to achieve economic competitiveness. Improving the educational attainment level and skills of the citizens of Indiana is critical to the future of the State. The University is committed to providing service to the southern Indiana region by expanding educational opportunities and working in partnership with the community to fulfill both the service and applied research needs of the area.

As USI continues to draw students and faculty from an ever-widening geographic area and more diverse backgrounds, we have an opportunity to become a center of innovation and entrepreneurship for the regional, national, and global marketplace.