SELF-STUDY REPORT

EXECUTIVE SUMMARY

INDIANA UNIVERSITY KOKOMO 2008-2009

THE JOURNEY FROM GOOD TO GREAT

PREPARED FOR THE HIGHER LEARNING COMMISSION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS
Introduction

In preparation for its 10-year reaccreditation review by the Higher Learning Commission of the North Central Association of Schools and Colleges (HLC), which will take place in 2009, Indiana University Kokomo has engaged in a thorough self-study process undertaken by a thirty-four-member committee composed of faculty, staff, and administrators. During the period from spring of 2007 through fall of 2008, the campus, under the guidance of a nine-member steering committee, developed evidence to show that the campus met the HLC's five Criteria for Accreditation and drafted a self-study report, “The Journey From Good to Great,” which is available online at the following address: www.iuk.edu/hlc.

As the campus was preparing to begin the self-study process to request renewed accreditation for a ten-year period, then-Chancellor Ruth Person introduced the book Good to Great by Jim Collins to the campus leadership. Since the campus was undergoing evolution in its development, it seemed appropriate to place the journey in the context of moving from good to great. In response to the introduction of a community college system in Indiana and a change in its mission, the campus has begun its evolution into a more mature baccalaureate institution with limited graduate degrees. Jim Collins suggests that “good is the enemy of great.” He argues that the vast majority of organizations never become great because it is just so easy to settle for being good. The chancellor used the book as a framework for campus discussions on how we could realize our vision statement, “Indiana University Kokomo aspires to become a regional institution of first choice.” Campus faculty and staff began to discern the hallmarks of the campus and the factors that distinguish its identity as a primarily baccalaureate institution. The discussions have been lively, and the goal is that the campus will reach consensus on how to move forward toward this goal at the close of this academic year.

The campus has used the self-study process to examine its strengths and challenges, so that it can plan for the future and provide the HLC Review Team and the Commission with an accurate account of Indiana University Kokomo.

This Executive Summary document provides the complete text of the IU Kokomo mission statement, the vision statement, and the statement of commitments. Subsequent pages focus on each of the five Criteria for Accreditation, providing the conclusions reached and recommendations for future actions advanced by the campus. The Conclusion discusses the HLC’s four general themes as they pertain to Indiana University Kokomo. For the evidence and analysis on which these conclusions and recommendations are based, please see the full report at the link noted above.
Mission Statement
The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of North Central Indiana by providing a wide range of bachelor’s degrees, and a limited number of master’s and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity; promoting diversity; and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.

Vision Statement
Indiana University Kokomo aspires to become a regional institution of first choice recognized for providing critical opportunities for student success; acknowledged as a primary and engaged community resource; and valued as a campus where there are faculty, students, and professional staff active in research, creative work, and other scholarly activity.

Indiana University Kokomo Statement of Commitments
Indiana University Kokomo contributes to its students and to the region through the affirmation of the following values in all of its endeavors:

- **Commitment to Student Learning**
  The campus community provides a learner-centered environment grounded in the liberal arts and sciences and linked to the professional schools. We are committed to open and free inquiry, high quality instruction and academic support services, experiences that foster students’ development, opportunities for experiential learning, and the enhancement of skills in the areas of civic engagement, diversity, and global awareness and involvement.

- **Commitment to Regional Engagement**
  The campus community works with regional partners, including other educational institutions, to enhance the vitality of the region by promoting community engagement opportunities as a key campus strategy and by valuing service as a core component of faculty, student, and staff responsibilities and experiences.

- **Commitment to Diversity**
  The campus community demonstrates its commitment to diversity by providing a safe, welcoming, and inclusive environment that promotes integrity and respect among all members of the campus community and by valuing shared governance and open, civil discourse.

- **Commitment to Innovation**
  As a community of learners, the campus embraces innovation and creativity in its pursuit of best practices in teaching and learning, student development, institutional stewardship, and scholarly activity.

- **Commitment to Assessment**
  The campus community embraces a culture of assessment, actively seeking evidence for improving current practices while providing an atmosphere in which new initiatives can develop as the campus strives for excellence in all of its work.
Criterion One: Mission and Integrity

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

Accomplishments

IU Kokomo has a strong sense of mission with a primary focus on teaching and learning in a personalized learning environment accessible to residents of North Central Indiana. A recent marketing message, “Earn a quality IU degree close to home,” articulates this mission. In addition, the campus strives to be a good cultural and economic partner in the region. Through outreach efforts and numerous cocurricular activities in academic programs, the faculty and staff seek to enhance mission-related opportunities in the region the campus serves.

The mission documents address the organization’s belief in diversity as a key element in a multicultural, global, and plural society. The campus shows a clear commitment to diversity in its plans, structures, and actions and the campus has developed a set of policies and procedures to be followed in all its actions to ensure that diversity goals remain in the forefront of campus actions and decisions.

The campus has been successful in achieving its goals because its budgeting and planning priorities and funding arise from the mission. For example, the campus effectively used new resources that came from the Commitment to Excellence (CTE) initiative to enhance its mission by adding resident faculty positions to reduce reliance on part-time faculty; developing new degree programs; enhancing the Center for Teaching, Learning, and Assessment; enhancing assessment activities; revamping orientation; adding a new freshman convocation program; creating a math lab; increasing internships; and supporting INVENTREK.

In addition, the Indiana University governance and administrative structures collaboratively support the IU Kokomo mission. The chancellor and campus administration are empowered to fulfill the campus mission. IU Kokomo is fortunate that interim chancellor Stuart Green will serve for two years and use his experience and knowledge of the campus to facilitate the renewal of accreditation and the search for a new chancellor.

Recommendations for the Future

- Despite the campus’s efforts, residents of the region still do not fully understand the mission of Indiana University Kokomo. A new integrated marketing and recruitment plan and a redesign of the campus website will allow the institution to enhance its communication efforts about its new mission emphasizing baccalaureate and master’s degrees.

- The campus needs to continue to enhance communication to ensure more collaborative decision making and a better understanding of the complexities of budgeting and funding decisions and priorities. The faculty and staff will need to work together as the campus solidifies its identity as a mature baccalaureate institution and searches for a new chancellor.

- The Diversity Committee is new to the task and is beginning to implement the new diversity plan. The President’s University Diversity Initiative, a one-million-dollar commitment to fund activities that support the continued development of the racial, ethnic, and cultural diversity of all campuses of IU, will jumpstart the plan. IU Kokomo will use the funds to sponsor summer camps for minority students in several academic areas.
Criterion Two: Preparing for the Future

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.

Accomplishments

IU Kokomo has responded strategically to a highly dynamic external environment that included the introduction of a community college system and a changing student demographic. Planning and “strategic doing” (a process that allows the campus to react to unforeseen changes) have been integral parts of how the institution has been able to adapt successfully to preserve its mission, priorities, and values while also taking advantage of new opportunities and emerging as a more mature baccalaureate institution.

The campus has been able to achieve these changes with very little disruption to its student enrollment and financial stability. The Strategic Directions Charter, the Mission Differentiation Initiative, the IU Kokomo Strategic Plan, and President Michael McRobbie's new initiatives have all played a role in this successful transition. The campus is fiscally sound and committed to supporting and enhancing the quality of education it provides. IU Kokomo has been able to maintain the academic integrity of its programs and grow new programs by being a wise steward of its resources. The campus has added fourteen new degree programs while eliminating most associate degree programs.

In addition, facilities planning has yielded a new science building, smart classrooms throughout the campus, renovated lecture halls, a learning commons, a mathematics lab, a fine arts facility, asbestos abatement of the second floor of the main building, and energy-efficient practices.

Recommendations for the Future

- IU Kokomo needs a campuswide procedure that will standardize and systematize the reporting process for all plans.

- Similar to all public institutions of higher education today, the campus must adapt to potential fluctuations in state appropriations in difficult economic times. As the campus faces these challenges, it will need to ensure that effective connections are made among the strategic plan, the budget process, and institutional assessment.

- IU Kokomo has several human resources challenges. In light of the national nursing faculty shortage, IU Kokomo is working hard to find ways to hire more doctorally trained faculty in nursing. In addition, a campus task force was charged to examine the salary compression issue that faces many faculty and staff. Finally, the Diversity Committee is analyzing the decline in the number of minority staff members and is preparing recommendations to the Administrative Council for change.

- A campus Master Plan Committee has been charged to update the 1977 Master Plan by identifying future space needs (academic, nonacademic, office, service); review trends in teaching/learning, social interaction, business interaction, and sustainability; and identify future exterior space requirements, plant expansion, and landscape needs.
Criterion Three: Student Learning and Effective Teaching

*The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

Accomplishments

Indiana University Kokomo values and supports effective teaching and demonstrates that by the significant resources the campus has invested in increasing the number of full-time instructional faculty, in supporting professional development in teaching, and in rewarding outstanding teaching.

Given the centrality of learning in the campus’s mission documents, IU Kokomo faculty and staff actively develop, assess, and improve student learning outcomes. The campus takes great pride in the learning environments it creates for students, including small class sizes, state-of-the-art technology, modern laboratories, and a vibrant library and learning commons. The campus also provides a variety of curricular and cocurricular opportunities to enhance student learning and engagement (Take Back the Night, American Democracy Project).

Finally, to facilitate student success, the campus has invested in a variety of support services; the Math Lab, the Writing Center, Disability Services, and Campus Climate are a few examples. It has also developed academic programs that respond to the needs of specific populations of students including the Freshman Learning Community Program, the ACCELerated Evening College, and the R.N. to B.S.N. Pods Program.

Recommendations for the Future

- IU Kokomo has not yet developed a way of aggregating, at the campus level, information about student learning across academic programs. The CTLA is reviewing software applications that would enable the campus to create and use program-, school-, and campus-level assessment reports more efficiently and effectively.

- In response to the NACADA report’s recommendations for creating a more systematic and effective program of advising across campus, the campus is planning to create advising centers. This will allocate advising resources more equitably across campus while providing much-needed back-ups for students when their advisor is unavailable. The new assistant vice chancellor position in academic affairs will provide leadership in the development of clearly articulated student learning outcomes for advising which will be regularly assessed.

- The Freshman Learning Community program has grown to include nearly all first-time, full-time freshmen and has twice as many faculty members participating as in the early years. The program could benefit from increased resources, including a director and funds for faculty development. These factors are currently being studied, and recommendations for future change based on program assessment data are being developed.

- As is true of libraries across the country, the IU Kokomo Library will continue to face increased costs for library materials. Budget constraints will continue to make it more difficult for the library to supply the many resources needed to support our degree programs. The campus is also challenged to maintain the currency of its scientific equipment and information technology.
Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Accomplishments

IU Kokomo broadly defines the meaning of an educated person. As its mission documents indicate, IU Kokomo is committed to providing a wide range of degrees to prepare students for careers in the professions and in the arts and sciences. IU Kokomo is also strongly committed to providing its students with a broad educational preparation for a life of learning by promoting general education. The faculty recently revised the general education core to ensure that the curricula are relevant, current, and future oriented to prepare students for a global, diverse, and technological world.

This criterion addresses the acquisition, discovery, and application of knowledge. These activities are central to the role of faculty in the university as well as to student learning and development. IU Kokomo faculty members and students are very active in research and creative activities, and there is a continuing high level of productivity in the publication of articles and books. The campus supports these activities by funding fellowships, grants, travel, awards, and the Center for Research and Creative Activity.

Finally, faculty, staff, and administrators are involved in a multitude of successful projects, training programs, and initiatives that make this campus an engaged and active community of life-long learners. The Center for Teaching, Learning, and Assessment provides professional development opportunities for faculty and technology training for faculty and staff.

Recommendations for the Future

- The campus must continue to search for ways to support its research and creative activities in the future as funding gets tighter in the present economic environment. The current level of funding for research may not be adequate in the future, especially as the campus moves toward integrating more undergraduate research into the curriculum, as travel costs rise, and as the ability to attract more external research funds to support research and creative activity on campus may decrease due to the tough economic times.

- The School of Nursing continues to seek ways to hire more qualified faculty so that the nursing faculty who are active researchers can be given reassigned time for research activities.

- Because the general education outcomes were recently adopted, faculty have not yet begun assessing whether students are attaining the outcomes. As participants in the Voluntary System of Accountability (VSA), the campus will soon be pilot-testing a nationally standardized exam assessing critical reading, problem solving, and quantitative reasoning. Although this will be just one portion of the general education assessment plan, the campus expects that it will provide valuable information about the effectiveness of the general education program.
Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Accomplishments

Indiana University Kokomo takes pride in the close partnerships it has formed in its service region. The campus has been active in creating partnerships and initiatives to enhance the economic vitality of the region, such as its support for small entrepreneurs at INVENTREK and the development of the Regional Leadership Institute. Faculty and administration have developed a number of articulation agreements with Ivy Tech Community College of Indiana and other two-year institutions to facilitate the transfer of credits for students wanting to pursue a baccalaureate degree at IU Kokomo. Finally, faculty and staff highly value community service, and the curriculum and cocurriculum are designed to help students develop similar values. The campus has devoted significant resources to encouraging and supporting effective community engagement for students, through an active American Democracy Program and through departmental/school initiatives such as Camp Eeze-the-Wheeze and SIFE.

The facilities of the campus, including Havens Auditorium, the IU Kokomo Observatory, the Art Gallery, and the IU Kokomo Library, host numerous events that are open to the public. These events help IU Kokomo serve the region in terms of educational, cultural, economic, and social development.

IU Kokomo recognizes the important responsibility it has in helping its students take their place in the larger community. Learning is best developed through connections to real-world problem solving and engagement. IU Kokomo works diligently to fulfill its mission in regards to its community constituents and commitments.

Recommendations for the Future

- Interim Chancellor Stuart Green is working to reinvigorate the campus’s advisory board to encourage members to increase their engagement with and feedback to the campus. Through his work with committee chairs and other board members, the campus anticipates a renewed focus on the board’s significant contribution to the mission of the campus.

- The chancellor has approved a new study by Carnegie Communications so the campus can continue to listen to and learn about the needs of the region.

- Because the region is facing substantial economic uncertainty, it is likely that the campus’s constituencies will seek services that IU Kokomo may or may not be able to provide. The campus will be challenged to focus its efforts on meeting its mission in the midst of rapidly changing economic conditions. In September 2008, Interim Chancellor Green discussed with Administrative Council the need for identifying a set of parameters that define what organizations can or should be strategic partners with IU Kokomo. He has asked the Office of Business and Community Outreach and the Office of External Relations to lead the discussion to identify these criteria. The campus will use the criteria to identify key strategic partners in each of the counties served by the campus and work to establish mutually beneficial partnerships with those organizations.

- Interim Chancellor Green and the Chancellor of Ivy Tech’s Region 5 are meeting regularly to work on issues of program transfer, cooperative research opportunities for Ivy Tech students, and cocurricular activities involving both institutions.
General Conclusion

IU Kokomo is a different place than it was in 1999. Since the last Higher Learning Commission visit, IU Kokomo has undergone substantial and positive changes. The state of Indiana introduced the community college system, and the campus slowly phased out most associate degrees and emerged as primarily a baccalaureate institution with limited graduate degrees; Hunt Hall opened in 2001 and a Kresge Foundation Science Equipment Challenge Grant helped to equip the state-of-the-art facility; the campus developed a comprehensive system of assessment and reorganized the Center for Teaching, Learning, and Assessment; the Freshman Learning Community program blossomed and became the foundation of freshman retention efforts; fourteen new degree programs were added and more resident faculty were hired as the number of adjunct faculty was reduced; significant technology enhancements were made that allow students, faculty, and staff to access information faster and more efficiently and to interact with one another; a learning commons and a new center for research and creative activity were established to enhance the learning environment; and the campus secured a federal earmark to assist the INVENTREK Technology Park, a high-tech business incubator, to help the region diversify its manufacturing-based economy.

Progress in Addressing Challenges Identified in the 1999 Visit

The 1999 visiting team identified eight challenges that IU Kokomo needed to address. Progress in meeting the recommendations of the previous review team is detailed in the Introduction of the Self-Study Report. The report shows that the campus has taken effective steps to address the problems of declining enrollments; the shift in student demographics from part-time, nontraditional students to recent high school graduates; the extensive use of part-time faculty; the development and implementation of the Freshman Learning Community Program; the need to implement new programs more quickly; a lack of communication regarding policies and procedures; the need for a campuswide administration of graduate programs; and the need to use assessment of student achievement for program improvement.

In addition to providing evidence that IU Kokomo meets the five criteria for accreditation, the self-study report indicates the campus has responded to the four cross-cutting themes identified by the Higher Learning Commission.

IU Kokomo as a Future-Oriented Organization

- The campus has a strong sense of mission with a primary focus on teaching and learning in a personalized learning environment. With a new strategic plan, the campus is well positioned to better serve the constituencies of North Central Indiana with this mission directive. With a large service region, no television stations, and limited newspapers, the campus continues to seek ways to educate the region about its new mission and resources. A redesigned website holds much promise for the campus.

- IU Kokomo has embraced and implemented technology in ways that improve its operation, enhance student success, and position it for future growth. The new technology plan will enable the campus to maintain its excellence in this area.
• The campus understands its responsibility to prepare students to live and work in a global, diverse world and will move its efforts forward with a new diversity plan and committee. Broadening diversity awareness in a relatively homogeneous student body, drawn largely from central Indiana, will continue to challenge the faculty and staff. While the campus has expanded its opportunities for students to travel abroad, resource limitations provide a challenge. As the faculty continue to infuse diversity and equity into the curriculum, they will need to develop assessment measures that will provide data on student attitudes and awareness about diversity and globalization.

• The campus has made significant advances with the use of RSS Feeds to share minutes of meetings, with the chancellor’s transition newsletter, and with the restructuring of Administrative Council. IU Kokomo needs to continue to improve campus communication and to further develop transparent decision making. As the campus searches for and selects its new leaders, it will need to involve all constituencies and keep them informed.

**IU Kokomo as a Learning-Focused Organization**

• In the past ten years the campus has added fourteen new degree programs, three of which are graduate programs. In addition, the campus has a new general education core.

• The addition of the new science building, Hunt Hall, in 2001 has enabled the science faculty to better prepare our students for careers in the sciences and health services. In addition, securing $234,000 from the Kresge Foundation has provided state-of-the-art equipment.

• The campus used the Commitment to Excellence funds to further its learning mission. The funds supported new faculty positions to reduce the reliance on part-time faculty, enhanced a very active Center for Teaching, Learning, and Assessment, provided support for a new freshman convocation program and a mathematics laboratory, and created the Office of Programming and Applied Learning.

• Over the past ten years, IU Kokomo has significantly enhanced its collection and analysis of assessment data. The campus has participated in several national initiatives to better gauge its performance and relationship to peer institutions: NSSE, Carnegie, and the Voluntary System of Accountability. The campus needs to develop assessment procedures for some administrative campus units.

• Over the past several years, the library has become the academic hub of the campus with the creation of the new Learning Commons. With comfortable furniture, meeting spaces for students, and a friendly environment to work and study, the gate count has increased significantly.

• The campus provides incoming freshman students an innovative, interdisciplinary, year-long learning experience. It is designed to provide commuter students with a sense of community in the classroom, to help students develop an interdisciplinary perspective, to improve students’ skills in writing and public speaking, and to promote students’ academic success.

• The campus has developed a popular accelerated hybrid course delivery system for adult students who want to complete their degrees in a timely and convenient way.

• IU Kokomo established the Center for Research and Creative Activity to support and expand student and faculty research and creative activity.

• IU Kokomo has begun to implement a university-wide model of developmental, holistic advising that should have an impact on student retention and success.
IU Kokomo as a Connected Organization

Many of IU Kokomo’s degree programs connect students to organizations in the community through internships, clinical experiences, practica, service learning, and other field experiences. The faculty believe that it is very important to instill in students a commitment to community service.

- IU Kokomo has been proactive in developing and supporting initiatives which increase educational attainment in our region. The campus has supported initiatives that enhance P-12 education and access to college. In addition, the campus collaborates with area high schools and higher education institutions to create pathways for students to earn and transfer credit.

- The campus has selected two major initiatives that allow ample opportunities for community engagement. Faculty and students actively participate in the American Democracy Project, and they partner with the Family Service Association of Howard County to promote awareness of domestic violence through the Take Back the Night initiative. By focusing efforts on these two primary projects, the campus, with limited staff and resources, has been able to create community, have a significant impact on others, and expand learning.

- IU Kokomo has added two key positions to facilitate community engagement. The coordinator of programming and applied learning works to connect curricular and cocurricular learning with community engagement. The assistant director of community outreach actively develops and supports partnerships between the campus and surrounding communities.

- In recent years, as the region has faced substantial economic uncertainty, constituents have called upon IU Kokomo for help. In response, the campus has taken a leadership role in enhancing the economic viability of the region. The campus helped secure a federal earmark to establish INVENTREK, a business incubator, sponsored the Regional Leadership Institute, facilitated community listening sessions, and facilitated the merger of nine economic development entities into one organization.

- Although the campus has developed many effective partnerships, the new interim chancellor has challenged the campus to identify, create, and nurture partnerships which are more focused and which are strategically important in helping the campus meet its goals of enhancing the success of students in the region, increasing campus enrollment and graduation rates, and improving the region’s economic and cultural vitality. Because the region is facing substantial economic challenges, it is likely that the campus’s constituencies will continue to seek services that the campus may or may not have the capacity to provide. The campus will be challenged to focus its efforts on meeting its mission in the midst of a rapidly changing environment and times.

IU Kokomo as Distinctive

- This theme resonates well with the Good to Great hedgehog concept. The goal is not to be the best, but rather to understand what an organization can be best at (hedgehog). IU Kokomo has a strong sense of mission with a primary focus on teaching and learning in a personalized environment. For most students, learning begins within the faculty-student mentoring relationship in the freshman year and culminates in a senior-level collaboration on a research project or creative activity.
• IU Kokomo faculty members are very active scholars. They have a long tradition of involving their students in research and creative activities. The recent addition of the Center for Research and Creative Activity will enhance these efforts and continue to distinguish IU Kokomo from other institutions of higher education in its service region.

• Because the campus is part of Indiana University, the students, faculty, and staff have access to technology resources far beyond what many institutions its size can offer. The new Indiana University Information Technology Strategic Plan 2 will, as President McRobbie states, “enable the University to build excellence in education and research in all disciplines, in administration, in IU’s engagement in the life of the state, across all campuses, and in collaboration with IU’s key partners.”

• IU Kokomo is committed to preparing its students to live and work in a global and diverse world. Through the vehicle of the EMA Conference, the campus has supported faculty development to enhance the infusion of diversity and equity into the curriculum and has developed a diversity portfolio, a diversity plan, a diversity committee, and a diversity award. In addition, the faculty have devoted many hours to increasing the number of international study experiences available to our students. For example, the nursing program for the past eight years has sustained an active student and faculty exchange program with a Korean university. Although much work remains to be done to engage students from North Central Indiana in a global world, the campus is well positioned to continue to improve this work in the future.

Conclusion

IU Kokomo has shared evidence to affirm that it meets all accreditation criteria of the NCA’s Higher Learning Commission. The introductory chapter summarizes actions taken in response to the concerns expressed in the last accreditation visit. Evidence presented in the five criterion chapters affirms the university’s orientation toward the future, dedication to being learning centered, ability to create strong connections, and commitment to remain distinctive and important in the region it serves.

Accordingly, IU Kokomo respectfully requests that the institution be granted continuing accreditation for the maximum ten-year period.
Steering Committee

Co-Chair: Tim Sehr, Interim Vice Chancellor of Administration, CFO CIO
Co-Chair: Susan Sciame-Giesecke, Dean of Arts and Sciences (SOAS)
Resource Specialist: Kirsten Leonard, Electronic Resource/Documents Librarian and Assistant Director of Institutional Research
Editor: Ann Cameron, Chair of Humanities

Chairs, Criterion 1
Kathy Parkison, Business faculty member (until August 2008)
Linda Wallace, Dean of Nursing (after August 2008)

Chairs, Criterion 2
John Stachacz, Director of the Library (until July 2008)
Carl Pennington, Director of Computing and Technology Services (after July 2008)

Chair, Criterion 3
Sharon Calhoon, Assistant Vice Chancellor for Academic Affairs

Chair, Criterion 4
Christian Chauret, Chair of Natural, Information, and Mathematical Sciences

Chairs, Criterion 5
Niranjan Pati, Dean of the School of Business (until July 2008)
Shirley Aamidor, Education faculty member (after July 2008)

Subcommittees

Criterion 1: Mission and Integrity
Chairs: Kathy Parkison and Linda Wallace
Members: Gerry Stroman, Affirmative Action Officer and Director of Advising
Paul Nowak, Vice Chancellor of External Relations
John Hughey, Director of Allied Health Programs
Cheryl Little, Staff (Accounts Payable)

Criterion 2: Preparing for the Future
Chairs: John Stachacz and Carl Pennington
Members: Dianne Roden, Business faculty member
Cathy Hightower, Alumni Director
Fred Hakes, Director of Continuing Studies
Jerre Fercho, Director of Human Resources
Diana Goodnight, Student Services

Criterion 3: Student Learning and Effective Teaching
Chair: Sharon Calhoon
Members: Sarah Sarber, Director of Student Life
Steve Cox, Business faculty member
Julie Saam, Assistant Dean of Education
Nadene Keene, English faculty member
Sonya Small, Student
Catherine Barnes, Campus Climate

Criterion 4: Acquisition, Discovery, and Application of Knowledge
Chair: Christian Chauret
Members: Sue Hendricks, Nursing faculty member
Julie Diesman, Director of Career Resources
Mohammad Meybodi, Business faculty member
Kathy Holcomb, Psychology faculty member
Susan Wilson, Staff (Continuing Studies and SPEA)

Criterion 5: Engagement and Service
Chairs: Niranjan Pati and Shirley Aamidor
Members: Lynda Narwold, Nursing faculty member
Raul Mosley, Communication Arts faculty member
Marcia Gillette, Chemistry faculty member
Terri Hellman, Staff (Communication and Marketing)
Candy Norman, Assistant Director of Community Outreach
Christopher Hayes, Student