

FROM THE JOURNEY GOOD TO GREAT

The newsletter is designed to help faculty, staff, and students understand important information for our accreditation visit in April, 2009. Please let me know if you have questions or concerns. The self study process has helped us move the institution from being Good to becoming Great!

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**CRITERION ONE:
MISSION AND INTEGRITY.
THE ORGANIZATION OPER-
ATES WITH INTEGRITY TO
ENSURE THE FULFILLMENT
OF ITS MISSION THROUGH
STRUCTURES AND PRO-
CESSES THAT INVOLVE THE
BOARD, ADMINISTRATION,
FACULTY, STAFF, AND STU-
DENTS.**

CRITERION ONE

This is the first in a series of newsletters outlining the criteria used by the North Central Association's Higher Learning Commission (HLC) to determine if an institution merits accreditation by that body. The institution under review must present evidence that it has fulfilled the requirements of each of the criteria to be eligible for accreditation.

There are five criteria used by the HLC in the accreditation process: Mission and Integrity; Preparing for the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge; and Engagement and Service. According to the HLC, the criteria are intentionally broad and general in nature, so that they can apply across a broad range of institutions: "The widely different purposes and scopes of colleges and universities demand criteria that are broad enough to encompass diversity and support innovation, but clear enough to ensure acceptable quality."

THE MISSION

The topic of this newsletter is Mission and Integrity, which the Higher Learning Commission considers core to all that a university does. Because the mission documents define and shape the university, the HLC has made "Mission and Integrity" the first criterion for accreditation. According to the HLC, all of the other criteria for accreditation relate to criterion one.

The institution must have a clear mission, which is publicly communicated and articulated. The institution's mission documents should also recognize the diversity of its learners, its outside stakeholders, and society in general. Understanding and support for the mission should pervade the institution. The institution's leadership and governing bodies need to promote and support collaborative processes which allow the organization to fulfill its mission while upholding and protecting the institution's integrity.

HOW DID WE DEVELOP OUR NEW MISSION STATEMENT?

Indiana University Kokomo is responsible for defining and fulfilling a mission that supports the Mission of Indiana University. Indiana University Kokomo has a strong sense of mission, with a primary focus on teaching and learning in a personalized learning environment accessible to citizens in its service region.

The mission, vision and statements of commitment were developed as an early part of the strategic planning process. In the spring of 2004, Indiana University Kokomo entered into a partnership with Carnegie Communications to conduct a multi-dimensional research study composed of faculty, staff, current students, community members, and alumni.

The purpose of the study was to identify up to seven overarching institutional themes, from which the campus planning and work teams would develop a viable strategic plan. When the study was completed, a strategic planning committee, and a Mission Statement committee- chaired by the Chancellor- and a Vision and Values committee- chaired by the Vice Chancellor of Academic Affairs- were formed. Once the mission statement had been drafted, the Vision and Values Committee used the Nominal Group Process to develop a Vision Statement and a Statement of Commitments. The documents went through several incarnations as various campus constituents made comments on them. The final versions of the documents were approved by the Faculty Senate, then the President, then the Board of Trustees, and then finally, the Indiana Commission for Higher Education.

HOW MANY COUNTIES DO WE SERVE?

IU Kokomo's primary service area encompasses seven counties, defined as the home county and all contiguous counties (Howard, Miami, Cass, Grant, Carroll, Clinton, and Tipton) in their entirety. The seven-county primary service region represents the heart of the population the campus serves, with 80% of the student body coming from these counties. However, at times the campus has also referenced an eleven-county service area, adding portions of four counties (Hamilton, Wabash, Fulton, and Madison) to the boundaries of the region.

HOW HAS OUR MISSION CHANGED IN THE PAST TEN YEARS?

Over the past ten years, Indiana University Kokomo's mission has changed in three distinct ways in response to both internal and external factors.

- Throughout the past decade, the campus has slowly evolved into a more mature baccalaureate and graduate institution. In response to the introduction of a community college system in Indiana, IU Kokomo began replacing all of its two year degrees, except for Criminal Justice, General Studies, and Radiography, with additional bachelor and graduate degrees. The institution now offers a number of bachelor's degrees to meet the needs of traditional-aged students, as well as four graduate degrees.

INDIANA UNIVERSITY KOKOMO 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. *(The campus mission, vision and commitment statements were approved by the Indiana University Kokomo Faculty Senate in September 2005. The Indiana University Board of Trustees approved the mission statement in October 2005. The Indiana Commission for Higher Education has also accepted the mission statement.)*

- The campus has changed its focus from offering continuing education courses for personal development to regional engagement to enhance the economic vitality of the region. The addition of a community outreach director has enabled the campus to provide more internship opportunities for students, form more community partnerships, develop an incubator for job development, and become a more visible resource in the region.
- The new mission statement also articulates the long standing Indiana University commitment to diversity.

HAS THE CAMPUS RECENTLY REVISITED ITS MISSION DOCUMENTS?

Yes, as a result of the Mission Differentiation Project. Mission differentiation was formally declared a priority for Indiana University and established as a project with a defined timeline by President Adam W. Herbert in the fall of 2003. Mission differentiation has been practiced informally on Indiana University campuses for decades, but without the articulation of goals in relation to mission clarity and the accomplishments of the campuses. The basic methodology of this project included data gathering and analysis.

The earliest stages of research consisted of gathering materials, both theoretical and practical, from across the nation on the subject of mission differentiation and the results of various mission differentiation projects carried out in several other states. Research was also conducted into the history of mission statements at Indiana University, resulting in the discovery that mission statements often evolved on each campus informally, but that they had seldom been altered formally through the Board of Trustees and the Indiana Commission for Higher Education as the campuses evolved and matured.

Further research provided standardized data for each campus including degrees awarded, graduation rates, cohort persistence, student body quality, diversity, faculty, student and staff profiles, as well as budgets related to instruction, research and service. Other elements gathered for this project included campus vision and value statements, strategic planning processes and documents, tenure and promotion criteria, mission statements, articulation agreements, and outreach programs.

With the conclusion of the Mission Differentiation Planning Process in 2005, Indiana University Kokomo restarted its suspended strategic planning process using the recommendations from the Mission Differentiation Initiative and the work of the Strategic Directions Charter as foundations. As part of this process a new mission statement was adopted by the IU Kokomo Faculty Senate in 2005.

WITH AN EYE TOWARD THE FUTURE:

- The campus has recruited excellent interim candidates to fill open positions and has begun the search for permanent replacements.
- The president of Indiana University has recently announced a one million dollar fund to promote action in the campus diversity plans. IU Kokomo has sent three proposals forward regarding its own diversity plan.
- One of these proposals is to establish and fund a diversity position on the Kokomo campus.
- A new integrated marketing and recruitment plan and a re-design of the Indiana University Kokomo campus website will allow the institution to enhance its ability to communicate information involving its new mission documents.
- Indiana University has a delegate to the Committee for Negotiated Rulemaking, so the institution should be able to receive assistance in adapting to the requirements of the Higher Education Opportunity Act (HEOA). In addition, Indiana University has been communicating with all campus chancellors on how the university will allocate responsibility for the different sections of the HEOA. The process should benefit all campuses in how to comply with the new law's requirements.

INDIANA UNIVERSITY KOKOMO'S COMMITMENT TO DIVERSITY

Indiana University Kokomo's mission documents recognize the importance of diversity both on campus and in the community. The campus's mission statement states that the institution is "dedicated to promoting diversity," and the statements of commitment relating to diversity read, "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."

As part of that commitment, the Office of Campus Climate provides support for African American, Latino, American Indian, Asian, and other students of color enrolled at Indiana University Kokomo. The office offers a variety of services on campus, including social events, cultural heritage programs, workshops, personal counseling, mentoring, and other services.

In addition, in the spring of 2009, the campus will award its first Chancellor's Diversity Excellence Award. It will be awarded annually to a faculty member, dean, chair, senior administrator, or staff member who has contributed significantly to achieving the goals of the Strategic Plan for Diversity at Indiana University Kokomo.

INDIANA UNIVERSITY KOKOMO GOVERNANCE

As a part of the multi-campus Indiana University system, Indiana University Kokomo is governed at two distinct levels, the university and campus levels. At the university level, all the campuses of the system are overseen by the Indiana University Board of Trustees and President. At the campus level, the institution is administered by the Chancellor, who is the chief executive officer of the regional campus, and the vice-chancellors (academic affairs, external relations, administration and CFO/CIO, and student services), as well as a campus Board of Advisors.

At the campus level, faculty leadership is provided by the Faculty Senate, its officers, and executive, standing and elected committees. To ensure that all full-time faculty have a direct voice in the governance of the campus, all tenure-track faculty, full-time lecturers and instructors, as well as the presidents of the adjunct faculty and the student body are members of the Faculty Senate.

At the system level, Indiana University Kokomo faculty are represented by the University Faculty Council, which consists of elected members from all eight campuses in the Indiana University system. The University Faculty Council deals with policy and procedures relating to teaching, research, and service aspects of the university's academic mission. Staff leadership is provided by an elected Professional Council and an elected Biweekly Staff Council.

The elected Student Government Association gives students a voice on campus and also formulates policy governing the activities and welfare of students at Indiana University Kokomo.

Indiana University Kokomo Chancellor Stuart Green and the board member who serves as the IU Kokomo campus liaison, Sue Talbert, represent the campus at Indiana University Board of Trustees meetings. Trustee Talbert also attends the IU Kokomo Board of Advisors meetings and represents the University to the campus and takes IU Kokomo issues to the Board.

INDIANA UNIVERSITY KOKOMO CHALLENGES

- The campus continues to educate the region about its new mission as a primarily baccalaureate institution, committed to regional engagement and diversity.
- The diversity plan is new and not fully integrated in to the campus at large. The diversity committee is new and has

just begun to set priorities. Although Indiana University Kokomo has always been committed to diversity, the new plan and structure will now promote strategies to meet these diversity goals.

- The campus has several key leadership positions open.
- The campus, like other institutions of higher education, is trying to understand how to change policies and procedures to conform to the complex demands of the new Higher Education Opportunity Act.