Indiana State University

**Strategic Plan
for the Twenty-First Century:
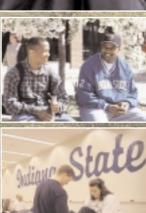A Year 2000 Update**

Balancing
Change &
Continuity

Strategic Plan
for the Twenty-First Century:
A Year 2000 Update

Balancing Change & Continuity

For the North Central Association of Colleges and Schools Commission on Institutions of Higher Education

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Submitted to:
President John W. Moore
February 4, 2000

Strategic Plan
for the Twenty-First Century:
A Year 2000 Update

Balancing Change & Continuity

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Preface

This update of the *ISU Strategic Plan for the Twenty-First Century* grows out the recent NCA Self-Study Report, which combined self-study for reaccreditation with strategic planning and which benefited from the input from more than 200 internal and external stakeholders. The NCA Self-Study Report articulates the University's institutional characteristics and its responses to change to ensure continuity of purpose. The Report also restates ISU's mission, vision, values, and distinctive features and identifies internal and external forces that will continue to drive change.

This Update to the University's strategic plan represents the second document generated by the NCA-sanctioned experimental approach to combining self-study and strategic planning. The strategic priorities and initiatives described here grew directly from the NCA Self-Study Report and are meant to guide the University during the upcoming transitions in institutional leadership.

- ❖ **Chapter One** identifies the changing context in which American public universities, and particularly ISU, will be operating in the initial years of the twenty-first century.
- ❖ **Chapter Two** delineates the mission of Indiana State as a progressive public university, explicates this mission, sets forth the vision of the University, enumerates its core values, and identifies its distinctive features.
- ❖ **Chapter Three** reviews and assesses the University's progress toward achieving the eight strategic goals of the original Strategic Plan of 1994.
- ❖ **Chapter Four** offers an updated implementation plan focused on four strategies to improve the quality and distinctiveness of the University. Sixteen strategic initiatives oriented to the four strategies describe specific actions required to address the key planning issues that surfaced during the self-study for the NCA Self-Study Report. While many of these initiatives reflect concerns of universities with missions similar to that of Indiana State, the distinctive emphasis in this chapter is to offer concrete measures to address the question central to the signature feature of Indiana State identified in the NCA self-study: How can the University more effectively create a context in which students may achieve holistic growth and development?

This document should be seen as a compass to guide the institution through an ever-changing environment rather than a road map to restrict it to a single path. It recognizes that the context described in Chapter One can and likely will change. The commitment to a mission and core values in Chapter Two and the past accomplishments in Chapter Three provide a foundation from which to advance the strategies, actions, and indicators of progress articulated in Chapter Four. At the same time, the implementation plan of Chapter Four should be regarded as a set of objectives for the long term. Future University leadership will need to establish priorities in accomplishing the recommended action steps, with sensitivity to changes in the context in which the University finds itself at any given time.

Future leadership also will be well-served to meet the challenge of change through the completion of the following key operational plans: finance plan, enrollment plan, student outcomes assessment plan, technology plan, private support plan, and facilities master plan. President Moore has charged the individuals who are accountable for these plans to file update reports on or before June 1, 2000. Other updated and/or new operational plans, such as an academic program plan, administrative assessment plans, human resource deployment plans, as well as the review and integration of all key operational plans with future strategic planning will, of course, be the responsibility of the next University leadership team.

Chapter 1:
Indiana State and the Changing Environment of American Higher Education

Environmental Trends and Higher Education at the Beginning of the Twenty-First Century

During the last decade, American public universities found themselves in a vortex of change caused by shifting global arrangements, both political and economic; societal pressures and expectations; the electronic explosion of information; and greatly altered student demographics. For many institutions, including ISU, the altered context in 2000 requires some rethinking of who constitutes the student body, how these students learn, and how universities deliver quality instruction. In addition, universities nationwide must respond to external expectations to create knowledge and provide public service.

Identifying the trends that will affect higher education in the twenty-first century is a task that challenges university leaders, faculties, and public policymakers. Societal change has become so rapid that what seems inevitable today is sometimes eclipsed by unforeseen developments tomorrow. Political instability, economic fluctuation, environmental crises, technological innovation, demographic shifts, new threats to public health, and the accelerating expansion of information offer challenges to those who seek to anticipate and prepare for the needs of society. As a result, it has become increasingly difficult to forecast future trends, and care must be taken to avoid overemphasizing present customs or to embrace each current trend uncritically. Nevertheless, like elected public officials, university leaders are obliged to examine the present and plan for the future in order to incorporate into their institutions the values of adaptability, agility, and flexibility, along with a continued appreciation of tradition and stability.

Among the many identifiable trends that will influence the nation and higher education in the coming decade, strategic planning at ISU must address

❖ Increasing Global Interdependence
❖ The Explosion of Information Technology
❖ Changing Demographics
❖ Competition for Enrollments
❖ Continuing Fiscal Constraints, and
❖ Shifting Public Perception of Higher Education

Joseph Stella, Smokestacks Oil on Canvas, 1920-21 ISU Permanent Collection

Increasing Global Interdependence

The increasing global connections forged by technology have had, and will continue to have, numerous impacts on higher education. American involvement in global politics and economic development will demand not only a highly trained work force but also a citizenry capable of understanding other cultures. Institutions will need to produce graduates who can live and work successfully with people of different cultures, customs, and value systems. Correspondingly, the global

The costs of being competitive, so that an institution's use of technology exceeds the expectations of its students and the abilities of its competitors, are considerable.

economy and technology will lead to closer international ties that are likely to erode national and cultural boundaries, opening new markets for students from various areas of the world, resulting in a more diverse U.S. population, and offering more career opportunities abroad for American students. Indiana State will need to continue to nurture a culture of diversity to reflect this changing ethnic population at home and an increasingly diverse corporate workforce abroad. Thus, the University will need to attract more international students as well as maintaining or even increasing its significant number of minority students, and its majority of women. Moreover, the curriculum will need to be monitored and revised to address this changing world, as has been done in the recent U.S. and international

diversity requirements established in the revised General Education Program.

In addition, the global economy, populated by multi-national corporations, will require a highly educated workforce, skilled not only in vocational training but also flexible in dealing with cultural difference and capable of improving these and related skills throughout their lifetimes. The demand for such a workforce has increased too quickly to be met by traditional students who enter college directly from high school. In brief, a more diverse curriculum will be needed to educate a more diverse group of students for a more diverse world.

The Explosion of Technology

The explosion of information technology and advanced telecommunications has radically altered the world in the seven years since ISU's last strategic planning effort. As was noted at ISU's recent external stakeholders' retreat (August 17, 1999), technology has made information a cheap and abundant resource. Traffic on the Internet is estimated to double every 100 days.[1] The successful graduates of the next century will have learned to access information efficiently, to discern good data from bad, and to interpret and analyze information critically in order to navigate the broadening bandwidth of the information superhighway.

Technology has also expanded and reconfigured the ways in which instruction can be delivered. The Internet and other technologies have enabled universities and commercial suppliers of education to offer flexible opportunities to both new and old markets of students. Many such programs have shifted the focus of education to lifelong learning, emphasizing programs for working adults. Distributed delivery

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[1]Travis Reindl, "State Local Tax Systems in the Twenty-First Century, Leading or Lagging?" *AASCU Perspectives* 1.1 (June 1999): 5.

systems will become increasingly important, and will provide programming to college learning centers that will continue to develop in smaller communities and the private sector as a means to address the needs of working adults.

Yet technology also has presented higher education with tremendous challenges. The issue of ensuring consistent levels of quality while delivering courses across towns, states, and countries is one still needing attention. The costs of being competitive, so that an institution's use of technology exceeds the expectations of its students and the abilities of its competitors, are considerable.

In Indiana, the impact of technology is evidenced by the recent recognition among policy makers that the State must diversify its economic development strategy from its manufacturing base to attract and develop high-tech, high-wage firms. This effort will likely include public university involvement through technology transfer and sponsored programs, and support for the development of a technologically literate workforce. State policy makers have recognized the need to invest in information technology with Access Indiana and other State efforts, including expenditures for the Internet 2 project at IUPUI and line-item budget appropriations for public universities. As the public and private sectors turn to public universities to help develop an information-based Indiana, Indiana State will need to be positioned to respond.

At present, the University is reasonably well-positioned. It has long offered distance education courses via IHETS and continues to increase web-based offerings. The establishment of the Course Transformation Academy has helped provide faculty the means to offer web courses and to supplement classroom courses with web-based technology, enabling students to gain more experience in using the Internet. Many faculty now communicate with students via class listservs and e-mail, and use web sites to supplement their class instruction with audio and visual aids. ISU also has a twenty-four hour computer lab for students

and one of the most favorable computer-to-student ratios in its peer group. In addition, the inclusion of a technology literacy requirement in the revised General Education Program should provide students with a strong foundation to become agile users and mediators of technology. As these efforts continue, the University will need to be vigilant in maintaining the quality of its programs as it reshapes its program delivery and to find its niches in an increasingly competitive market in which the Internet offers M.B.A. choices from elite institutions, and fast-track providers bring professional education to office buildings down the street.

Changing Demographics

Nationwide, the U.S. population is expected to grow 17.5 percent between 2000 and 2020.[2] However this growth is not consistent across states or across types of students. For instance, California is expecting a 39 percent increase in population, with much of this increase in non-white residents. In contrast, Indiana is likely to grow only 7 percent during the same time period, with only a slight variation in the racial composition of the

[2] *Indiana Factbook*, 1998-1999.

Hoosier populace. Indiana's college classes will, however, experience other forms of diversity. Nationwide, female enrollment in higher education increased 25 percent between 1983 and 1996, and the National Center for Educational Statistics estimates that in 2008 women will comprise 57 percent of all college enrollments.[3] It is expected that Indiana will meet or exceed this percentage.

In addition, Hoosier classrooms will likely exhibit greater diversity in terms of age. The population as a whole is getting older, the result of increases in life expectancy and the aging of the Baby Boom generation. Dual-career and single-parent families increasingly are the norm. The number of women in the workforce is expected to increase steadily. While 20 states are expecting increases of 10 percent or more in high school graduates between 1999 and 2000, Indiana is expecting only a 2 percent increase in this type of student during the same time period.[4] However, it is expected

[3]Based on middle projections produced by the National Center for Education Statistics. See NCES, U.S. Department of Education, Office of Educational Research and Improvement, *Projections of Education Statistics to 2008* (1998).

[4]*The Chronicle for Higher Education*, Almanac Issue, 27 Aug. 1999.

that, due to the need for retraining, greater numbers of older students will begin seeking the services of Hoosier public education institutions. Meeting the needs of this varied and diverse population will require careful attention to remolding and broadening student and academic services. Indiana State will need to serve more adult learners while maintaining its commitment to its base population of traditional-aged residential and commuter students.

Competition for Enrollments

In a context of shifting demographics, ISU faces several challenges in expanding, and even maintaining, its current enrollment. While most Indiana State students come from areas located relatively close to campus, the population in these areas is not likely to grow considerably in the foreseeable future. In addition, competition for local and regional students, and for Hoosier students in general, has increased. State institutions are spending more and more dollars on marketing, and competition among schools is considerable. In addition, other types of institutions are using new technology and remote sites to enter into ISU's traditional markets. Finally, the State of Indiana has initiated a community college system which will likely attract many students who would otherwise have entered ISU as freshmen.

The absence of a higher education master plan for Indiana will likely result in market forces rather than public policy driving institutional ambitions and priorities. Consumer awareness regarding educational choices and the quality and types of student-learning outcomes will likely increase as educational marketers develop greater sophistication and clarity

for consumers. National efforts will attempt to shift public attention away from college rankings and toward a *Consumer Reports*-style assessment across student-learning outcomes criteria (see Robert Zemsky's "Introduction" to the 1999-2001 *Peterson's Guide*).[5] Moreover, critical tensions will increase between competitors.

Continuing Fiscal Constraints

This competition for students will take place in a constrained fiscal environment. Nationally, as the largest single discretionary portion of most state budgets, higher education has been losing state appropriations due to competition from other public services such as Medicaid, K-12 education, and corrections. To make up for this lack of funding, institutions have turned toward tuition increases. Between 1980 and 1996, virtually every dollar that states were not able to provide college and universities was made up by a dollar increase in student tuition.[6] These trends are consistent with the experience in Indiana. Although, nationally, every state except Hawaii and Alaska increased appropriations to higher education in 1998-99 over 1997-98, the cost of providing education has fallen behind the rate of inflation.[7] Capital dollars will be increasingly constrained for universities in Indiana, including ISU, as the public obligation to debt service approaches 10 percent of the total higher education appropriation. The combination of these trends and constraints will require the University to: (1) be increasingly prudent stewards of limited resources; (2) restructure and reallocate existing resources; and (3) diversify its revenue sources, including increases in private support.

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[5]*Peterson's Guide to 4-Year Colleges, 1999-2001* (Princeton: Peterson's, 1998).
[6]Travis Reindl, "State Local Tax Systems in the Twenty-First Century, Leading or Lagging?" *AASCU Perspectives* 1.1 (June 1999): 11-12.
[7]*The Chronicle of Higher Education*, Almanac Issue, 27 Aug. 1999. Cost of inflation comparisons can be found in *Breaking the Social Contract: The Fiscal Crisis in Higher Education* (New York: Council for Aid to Education, 1997), 8.

Shifting Public Perception of Higher Education

The public's perception of higher education has been affected by the increased financial burden the attainment of a college education has placed on parents, and this concern, in turn, is reflected in legislative action. As of August 1, 1999, 42 states had instituted college savings plans for their citizens.[8] In addition, 17 states had worked to freeze or cut public tuition costs or to tie increases to an index. Clearly, the public is becoming frustrated by increasing costs. The struggle to control growing costs while losing state revenue and dealing with increased resistance to fee increases will be a challenge for *all* public institutions.

Another issue in the public domain is the increasing perception that everyone needs and wants a college education. Almost 95 percent of 1992 high school seniors reported that they expected to gain at least some college experience, compared to 81.1 percent in 1972. The percent of seniors who expected actually to enroll increased almost 22 percent over the same period.[9] At the same time, the most serious problem facing higher education, according to the leaders responding to a recent NCPPHE survey, is that too many students are not sufficiently prepared to receive a higher education.[10]

Another public perception is that higher education is not delivering on all of its promises. For one thing, instructing students is not always perceived as the academy's top priority. In a recent survey, business executives indicated that they want faculty to teach more, focus on research that is relevant to society, and rely more on technology.[11] The perception that colleges are not delivering is also reflected by an increased interest in graduation rates, as well as in action by officials in 22 states to initiate performance-based budgeting formulas for their state institutions of higher learning.[12] States are beginning to rethink enrollment-driven formula funding for colleges and universities and are considering funding mechanisms that emphasize performance and output. Challenges to the tenure system, performance review programs, productivity

[8]*The Chronicle of Higher Education*, Almanac Issue, 27 Aug. 1999: 16.

[9]David Boesel, "College for All? Is there Too Much Emphasis on Getting a 4-Year College Degree?" *Education Digest* (Ann Arbor: Prakken Publications, Inc., November 1999).

[10]John Immerwahr, *Taking Responsibility: Leaders' Expectations of Higher Education* (San Jose: National Center for Public Policy and Higher Education, 1999), pp. 10-11.

[11]John Immerwahr, *Taking Responsibility: Leaders' Expectations of Higher Education* (San Jose: National Center for Public Policy and Higher Education, 1999), pp. 20-21.

[12]*The Chronicle of Higher Education*, Almanac Issue, 27 Aug. 1999: 16.

and cost-effectiveness measures tied to public funding, affordability challenges, and price control policies have been other approaches utilized in various states. Increased focus by accrediting bodies, state legislatures, and the public on assessment and student outcomes measures provides further evidence of the public's increasing sense that the taxpayer demands greater accountability among the public universities. Ironically, this current emphasis on accountability is occurring at a time when American higher education is the envy of most other nations.

Summary

Environmental conditions will continue to drive change for Indiana's public universities, including Indiana State. The impact of accelerating globalization and abundant information on the economy and society, the changing demographics of college markets, and a constrained fiscal environment will lead to growing competitive pressures and an increasing role for instructional technology. Public perception will continue to influence public policy choices as cost, access, and quality issues affect public confidence in higher education. Recognizing these driving forces permits the University to maintain its position of public leadership by responding to the need to manage change. *Indiana State University has not attempted to become something entirely new, just as it has not been content merely to perpetuate its past. Change has been, and must continue to be, balanced with continuity.* ISU's activities of the last decade have built upon the accomplishments and service that the University has provided to the citizens of Indiana for 134 years, and as ISU moves into the twenty-first century, its environment will affect opportunities and threats to its institutional stability and progress. In this respect, strategic planning rests upon analyzing the interactions between the University and the external environments in which it functions.

Change

A yellow and green scarf of grass waves
across the fall-plowed field.
Rain beats the sharp, dark clods smooth,
Fills the creek to overflowing
Till the water jumps
    The bank and runs along
The ragged scarf --
    A surrender flag --
To the will of the water.

by Roberta Feuquay
ISU Graduate Student

AFTER THE HARVEST from The Homesick Patrol

A mule dangling on the near side of the fence,
its neck outstretched, hooves hovering inches
above the grass they will never reach: we drive
past, mouths twisting open at its bulging eyes.

On the radio a song by a dead musician plays.
After the day comes night with its green
hues mirroring our own off-colored skin and
tiny puzzled faces that house another's sins.

We could call the Highway Department to verify
the vision of the big brown beast hanging like
a sack, but motion makes us want to keep quiet,
with only our radio's stories to keep us on track.

by David Vancil
ISU Head of Rare Books/Special Collections

Chapter 2:
ISU as a Progressive Public University

The Progressive Public University

The emerging progressive public university is destined to play a significant role in American life. Universities pursuing this mission not only will make dramatic contributions to innovation and change in American higher education, but also will become a dynamic force for educational opportunity and equity, social change, and technological progress throughout society. The salient characteristic of this new university will be the interactive relationships it fosters between the university and the community it serves; between teacher and student in the learning process; between and among the various academic disciplines and fields of study; and among the University's fundamental missions of instruction, scholarship, and service. The progressive public university will extend and apply knowledge through mutually beneficial partnerships with government, other schools and colleges, business and industry, health care providers, other professions, and the artistic community, among others. A variety of service and continuing education programs will provide opportunities for the progressive public university to contribute to the welfare of the general citizenry

Mission Statement

ISU has maintained a consistent, comprehensive "university mission" for most of the last fifty years. The following mission statement and explication were developed and endorsed as part of the NCA self-study process.[13]

Mission

As a publicly supported institution of higher learning, Indiana State University embraces its mission to educate students to be productive citizens and enhance the quality of life of the citizens of Indiana by making the knowledge and expertise of its faculty available and accessible. These purposes are served when the University disseminates knowledge through instruction and extends and applies knowledge through research, creative and scholarly activities, and public service. The University fulfills its mission statewide; however, its influence is also national and international in scope. Given its location, Indiana State also responds with particular sensitivity to the needs and interests of the citizens of West Central Indiana. In serving its mission, the University provides quality, affordable academic programs and educational environments that foster holistic student growth and development. Undergraduate programs and specialized fields of study are comprehensive in scope while graduate programs are selective, as appropriate to the needs of society and the expertise of the faculty. In its role as a public institution, the University is expected to be an inclusive academic community reflective of the greater society and to serve a diverse student body.

Mission Explication

The Institution

As a comprehensive, state-assisted, residential, doctoral-degree-granting university, ISU offers instruction at the associate's, bachelor's, master's, and doctoral levels in fields of study that prepare men and women for professional employment and service with an appreciation of learning. Student learning holds the central position in fulfilling the institution's cardinal purpose: to foster holistic student growth and development. The University's mission also manifests itself in other ways, including contributing to the discovery, integration, application, and transmission of knowledge; providing academic programs for advanced study; advocating multicultural values; serving as a regional center of intellectual, creative, and cultural activity; and responding to the needs of society through partnerships with the full range of public, private, and governmental entities. The institution dedicates itself to educational opportunity, equity, social change, and technological advancement in Indiana and beyond. To remain vital in carrying out its institutional

[13]This restatement of mission was developed and refined from language in the mission statement in the 1990 NCA Self-Study Report, revisions to that version made by an ad hoc committee addressing strategic initiatives during the University's 1994 strategic planning process, and the Mission Explication generated during the 1997 strategic planning process.

Jose Luis Cuevas, Man in Jail, Lithograph, 1968
ISU Permanent Collection

and doctoral degree programs in selected disciplines and professional fields. The University commits to providing a highly personalized educational environment that promotes academic excellence and assists students in meeting their educational goals. ISU's academic distinctiveness lies in its liberal and professional programs of study, and its extensive student development programs and services. ISU's public expects it simultaneously to disseminate, extend, and apply knowledge, and these services increasingly take place on campus and through outreach, distance education, and more flexible delivery systems.

purposes, Indiana State is committed to the ongoing assessment and improvement of its primary activities.

The Students

In serving Indiana's need for an educated citizenry, with priority given to Indiana residents, ISU provides access to all students seeking admission whose capabilities suggest that they possess the potential to benefit from a university education. Consequently, the institution serves a diverse student body, having educated students of varied backgrounds, intellectual interests, and academic readiness throughout its history. Moreover, ISU's role in meeting the State's needs for an educated citizenry and competitive workforce also commits the institution's resources to serving the academic needs of part-time, place-bound adult students, both on campus and with instruction offered through distance education technologies.

The Programs

ISU's purpose is to offer a broad array of baccalaureate degree programs alongside a strong and innovative General Education Program, numerous master's degree programs,

The Faculty

ISU's faculty nurtures student learning through the integration of teaching, scholarship, and service. As teacher-scholar-practitioners, the University's faculty give the highest priority to the instruction and development of students. Quality teaching and learning, however, require that faculty also be engaged in meaningful and productive scholarship and service to society. For the institution's faculty, teaching, scholarship, and service are interdependent, and all three must benefit the institution's students.

The Staff

ISU's executive, administrative, professional, and support staff play vital roles in the University's educational mission. These personnel provide student support services, programs, and contributions necessary to the fulfillment of ISU's purposes. Together with the University faculty, they form the educational community that nurtures holistic student growth and development in a learning-centered academic community.

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Vision Statement

As part of the 1994 Strategic Plan for the 21st Century, the following vision statement (refined during the NCA self-study process) puts ISU's mission and values into action. Statements regarding the progressive public university have provided the institution with a vision for coordinated action since they were first proposed by President John W. Moore during his Inaugural Address in 1992.

Indiana State University strives to be known and admired as Indiana's most Progressive Public University by:

- ❖ Providing opportunities that enrich and transform the lives of its students through the distinctiveness of its undergraduate experience and the prominence of its graduate programs;

- ❖ Fostering innovation and excellence in teaching and learning;

- ❖ Enriching the State, nation, and world through the quality of its research, creative activity, and public service;

- ❖ Creating partnerships with external publics that build upon and extend the University's ability to serve the State and nation; and

- ❖ Providing a caring and civil academic community characterized by unusually supportive relationships among its students, faculty, staff, alumni, and friends.

Core Values

The established values of the University have served it and the citizens of Indiana well, and will remain central to the progressive public university. In many respects, the University's mission is manifested in the values of its community. The goals and strategies of the institution, both past and future, are intended to enhance these values.

Core Value 1:
Service

- ❖ **Service.** The University is committed to being a responsive and caring institution, dedicated to the interests of the entire campus community, and in particular its students. The value of service has extended as well to being responsive to the needs of the local community and to society in general.

Core Value 2:
Access and Success

- ❖ **Access.** The University seeks to be an inclusive academic community, providing opportunity to students with a wide range of academic abilities and educational backgrounds, ethnic and cultural heritages, family experiences and economic means, physical and learning differences, mobile and place-bound circumstances, and career and life expectations.

- ❖ **Success.** The University is dedicated to assisting students achieve their goals through personal attention, a supportive environment, essential academic and personal services, and broad-based financial assistance.

Core Value 3:
Innovation and Excellence

- ❖ **Innovation.** The University seeks to be creative and innovative in meeting the needs of its students, its faculty, and society through curriculum evolution,

scholarship, and the contribution of professional expertise to the larger community.

❖ **Excellence.** The University encourages students, faculty, and staff to excel in all they do by not only meeting rigorous professional and academic standards but also by exceeding them.

These values exist independently of and in combination with one another. However, they must be interrelated in service of one another to best serve the institution. With this foundation and understanding, the University has maintained the means and the intent to become a dynamic model of the progressive public university.

The University's Most Distinctive Feature: Holistic Student Growth & Development

The University holds that the basis for all of its programs remains an appropriate education that develops a whole individual ready to participate as a constructive citizen. Technological and economic advancements, along with their benefits, have caused increasing levels of fragmentation and disconnection within society, relationships, and individuals. Missing too often is an understanding that human relationships which are premised on good will and reciprocation supply the foundation and character of a society and its individuals.

In all of its degree programs, ISU will offer a personalized, multi-dimensional approach to student growth that emphasizes links to the faculty, staff, and external community. Learning experiences will occur in an environment that fosters positive outcomes in the personal, social, intellectual, and professional self. From the first-year experience to lifelong learning, this approach will develop students who possess a readiness for the life and professional contexts for which each aspires.

Some of the most instrumental ways the University seeks to promote holistic student growth and development include:

❖ extending the philosophy of total integration of academic, residential, and co- and extra-curricular programming beyond the first-year undergraduate;

❖ developing Educational Development Plans for all University students and mentoring them to progress toward the plans' objectives;

❖ supporting the professional development of the University's faculty and staff;

❖ refining the interrelationships among teaching, scholarship, and public service in order to bring greater coherence to student learning; and

❖ engaging students in interactions between the academic disciplines within the institution and students' external communities of interest.

Chapter 3:
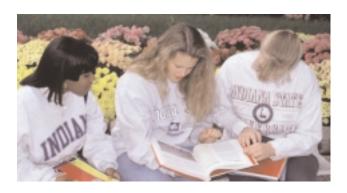## Strategic Goals & Strategic Accomplishments

The eight Strategic Goals identified in the 1994 Strategic Plan have continued relevance today, though the accomplishments of the last seven years have brought us to a new set of perspectives with a new set of strategic initiatives. The current chapter provides an overview of significant accomplishments in each of these eight strategic areas during the 1990s.[14] Chapter Four contains descriptions of strategies and initiatives identified during the NCA self-study process which will help guide the University as it works to improve programs and services to meet its strategic goals during the early years of the new millennium.

Strategic Goal One —
The Enhancement of Undergraduate Education

ISU will be a "benchmark university" that is known and admired for its teaching excellence and as an exemplar, a national model for the distinctiveness and quality of its undergraduate educational experience.

The last seven years have brought much attention to every aspect of ISU's undergraduate program. Initiatives such as the first-year experience program, student outcomes assessment for every program, institutional research which follows student enrollment trends and student satisfaction with the ISU experience, and continued monitoring and change to the General

Education Program are just a few prominent examples of achievements of the last several years. These efforts have resulted in greater student academic achievement, as evidenced by improved retention and graduation rates. The President's Scholars Program was created during this period, and brings dozens of Indiana's best students to ISU for their academic study. Special interest has been given to expanding access and opportunity to place-bound adult students through the DegreeLink program and through careful attention to creating a more flexible curriculum and schedule to better meet the needs of adult learners. The focus on student learning has been supported by the creation of a Center for Teaching and Learning. Technology now plays a much broader and deeper role in faculty pedagogy, not only for students

learning at a distance, but also for residential students. The Faculty Computing Resource Center and Course Transformation Academy have been developed to support faculty who teach with technology. Student support services have been reorganized and given greater responsibility. The Student Academic Services Center, the Writing Center, new Reading and Math Centers,

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[14]For a more complete review of institutional accomplishments, see ISU's NCA Self-Study Report.

mentoring programs, programs in Student Life, and the newly reorganized International Affairs Center all provide testimony to the heightened attention given to providing the support services that students need.

The attention given to undergraduate education over the last few years is evidenced not only through these many successful initiatives, but also through the consensus on campus about the importance of undergraduate education as the central mission of the University. The leadership team of the NCA process identified the fostering of "holistic student growth and development" as our distinctive educational outcome. To that end, the team proposed the following statement of guiding principles regarding teaching and learning at ISU:

ISU provides a learning-centered environment in which students experience challenging classes taught by dedicated instructors and integrated out-of-class experiences. Through coherent support for academic success, students develop career competencies and a love of learning which leads to success and satisfaction in life. In recognizing a variety of learning styles, ISU provides the opportunity for students to benefit from up-to-date facilities, resources, and technologies.

Strategic Goal Two —
The Extension of Advanced Knowledge

ISU will be a distinguished institution for graduate study by carefully selecting advanced program offerings that respond to societal needs, are innovative in approach, and reflect a commitment to excellence.

In the last decade, many of the University's graduate programs have made significant progress toward providing greater access to growing numbers of lifelong learners, through more flexible programming. Criminology, Human Resource Development, Nursing, Safety Management, and others now deliver master's degree to students at a distance; and Business Administration restructured its M.B.A. to better meet the needs of working professionals. New programs and specialties have been added to serve the needs of the State and nation. Examples include a special Ph.D. track in higher education administration and a new master's program to develop nurse practitioners. Particularly notable among these programs is a new Ph.D. in Technology Management — the first in this field in the country — offered through a consortium involving eight other academic institutions, with ISU as the coordinating institution. Four years ago, the University reconsidered its approach to supporting graduate education through a comprehensive review of the Graduate School. The faculty have maintained an active commitment to continue their productive research and creative programs. Grantsmanship at ISU during the past several years has generated record grant and contract amounts.

Strategic Goal Three —
Service to New Clienteles

ISU will be recognized as an "opportunity university" that brings education to new life-time learning clienteles, both on- and off-campus.

As the preceding section on graduate education suggests, Indiana State University has, in the past decade, become a state leader in serving lifelong learners. Faculty efforts in many disciplines have also been focused on forging innovative articulation agreements with the State's two-year

institutions, and faculty have transformed their course work for distance education delivery using information technology. In addition, faculty have reorganized programs to better serve working adults. Continued efforts must be made to remain competitive in today's constrained fiscal environment, to pay careful attention to the needs of business and industry in the State, and to form partnerships with other institutions to better serve the mandate for lifelong learning. One salient example of ISU's success in this area is its DegreeLink partnership with Ivy Tech State College and Vincennes University; another can be seen in the leadership role ISU has assumed in managing college learning centers in Southeast and South Central Indiana and in collaborating with other public State institutions to extend educational opportunities to Hoosiers in rural areas. Through its Department of Criminology and Division of Lifelong Learning, ISU has developed a comprehensive partnership with the Indiana Department of Correction that is focused on staff training and development. The Dewey Institute for Learning in Retirement, affiliated with the national organization, is another recent educational initiative, targeted to the Wabash Valley's retired population.

Strategic Goal Four —
The Expansion of Knowledge

ISU shall be recognized for the value it places on scholarship and for the support it gives to faculty and students in the pursuit of new knowledge.

ISU has made great progress in the area of scholarship in the past decade. Success in traditional measures of scholarly activity activities, such as the publication of articles and books, the growth of funding through grants and contracts, and the support of creative activities on the campus are numerous. Increasingly, students have been included in the research and scholarly activities of the faculty. These activities have been described in detail in the NCA Self-Study Report.

Indiana State University has been actively involved in the practice of balancing research and scholarship with instruction. Critics of the twentieth-century public university have portrayed instruction and research as competitors for the attention and energies of faculty. At the same time, the emergence of a global economy, fueled by the vast expansion of technology, has depended heavily on the research capabilities of American universities. In July 1999, the NCA Leadership Committee developed a description of scholarship which holds that

Research, creative activities, teaching, and service are equally important activities of the professoriate that can be distinguished, characterized, or illustrated by scholarly modes. ISU's scholarly contributions will be realized not only through increased publications, but also through teaching, and an increased focus on projects geared toward the issues faced by our community, our state, our region, and our nation.

Thus, ISU's productivity in research and creative activities has combined with important dialogue on the role of scholarship within ISU's Mission to produce consensus and action driven by this important strategic goal.

Strategic Goal Five —
The Transfer of Knowledge and Expertise to Society

ISU will be nationally known among progressive public universities for its contributions through the development of "public service partnerships," with particular focus on the quality of life in Indiana.

Indiana State University's origins reside in a pact with the State to prepare teachers for the common schools of Indiana, and it has sustained a commitment to meeting societal needs ever since. In addition to interacting with the schools, ISU has become a leader in developing substantial partnerships with other institutions. President Moore took the initiative to develop a consortium of educational institutions in West Central Indiana (known as the Wabash Valley Educational Alliance) that collectively provides educational, research, and public services for this area. The School of Education has received national recognition for its Professional Development Partnerships with the public schools. The School of Business recently received a large gift to endow the Gongaware Center and, through it, partners with the insurance industry. Student programs and partnerships also extend ISU's public service, characterized by students, student-athletes, and greek organizations working with reading and mentoring programs, volunteering at hospitals, and getting involved with community fundraising projects. These initiatives, and many others, offer testimony to the University's innovation in this area.

Strategic Goal Six —
The Enhancement of and Advocacy for Multicultural and International Values

ISU will be recognized for its commitment to equal educational opportunity, its ethnic and cultural diversity, and its international perspective.

University initiatives to promote multicultural and international values are ever more essential if our students are to thrive in the new millennium. Initiatives identified in the 1994 Strategic Plan have been implemented through the institutionalization of the President's Commission for Ethnic Diversity. This Commission has been charged with the responsibility for campus diversity training and education, for representing the University's interests in diversity throughout the campus in the various standing and special-purpose committees and activities, for mentoring students, and for other diversity activities which may need to occur. The University also has reorganized its international activities in a new International Affairs Center and recently re-instituted a foreign language requirement to promote the understanding of other cultures. Many additional examples of progress toward fulfilling this vision are reviewed in the NCA Self-Study Report. To name a few, the University's Affirmative Action/Equal Employment Opportunity policy was revised; a Visiting Minority Scholar program was instituted; the Department of African and African-American Studies was developed from a Center of long standing; and the University performed and publicized a comprehensive Climate Study with follow-up activities to address its findings. Special attention also has been given to strengthening women's athletic opportunities and promoting a campus culture that pays closer attention to gender and ethnic issues.

Strategic Goal Seven —
The Promotion of an Interdisciplinary Culture

ISU will be a national model for interdisciplinary instruction, research, and public service.

The Indiana State baccalaureate degree rests upon an integration of knowledge from many disciplines as a "general education" for citizenship, as well as upon a mastery of knowledge in the major discipline. In the last decade, the faculty have evidenced their commitment to working across disciplinary lines to develop integrated approaches to complex societal problems rather than restricting their research to narrow, specialized study. The Lilly Project first-year learning communities (23 in fall 1999, all first-year students in 2001), for example, have provided interdisciplinary educational experiences for participating freshmen and transfer students. The University's participation in the Project 30 Alliance in support of collaboration between teacher education programs and Arts and Sciences disciplines reflects faculty recognition of the interrelationship of professional studies and a liberal arts education. Other examples include the School of Business Master of Engineering Management degree with Rose-Hulman Institute of Technology, the Communication Management Program jointly offered by the Department of Communication and the School of Business, the Music/Business degree jointly offered by the Department of Music and the School of Business, and the Biomedical Technology degree offered by the School of Technology and the Department of Life Sciences. There are also many examples of collaborative research and publication among faculty throughout the campus.

Strategic Goal Eight —
The Enhancement of Intellectual and Creative Expression in West Central Indiana

ISU will be known for fostering intellectual and creative activity within the University and in partnership with the larger community.

The University has sought to support creative expression in the arts by faculty and students and to provide a wide range of intellectual, artistic, and creative performance. In recognition of its responsibility to promote intellectual and artistic creativity in the Wabash Valley, the University provides continuing support for the Contemporary Music Festival, its Convocation Series, and the Terre Haute Symphony. The Speakers Series, various university colloquia, and other programming open to the public supply important contributions to the intellectual enrichment of the community. Recent years have seen the initiation of a Downtown Arts Festival and the greatly expanded display of art on campus by exhibiting the Permanent Collection and the work of students, faculty, and other artists throughout the campus. The construction of the Center for the Performing and Fine Arts, completed in 1997, has added a state-of-the-art venue for art and music performance. The University's SummerStage and regular season productions provide professional-quality theater to the Wabash Valley, and faculty and students in arts disciplines have many opportunities to present their work through concerts, recitals, and exhibitions.
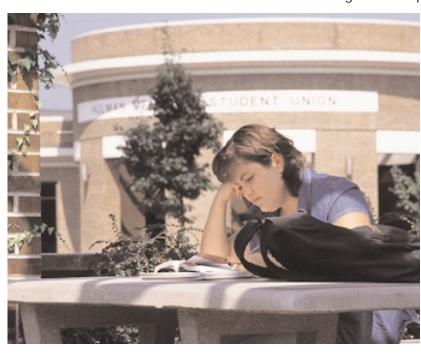
Chapter 4: Implementation Plan

This Implementation Plan incorporates planning issues identified and discussed during the 1998-2000 North Central Accreditation self-study process. That effort evaluated major university functions in relation to ISU's 1994 Strategic Plan and generated new issues for planning consideration. This Implementation Plan has been developed to advance the University in fulfilling its eight strategic goals by proposing action to address the NCA Self-Study Report's planning issues. It is comprised of sixteen initiatives developed around four strategies:

❖ Enhancing Educational Quality
❖ Maintaining, Expanding, and Diversifying Resources
❖ Aligning Resources with Priorities, and
❖ Strengthening Institutional Decision Making and Governance

Each of these four interconnected strategies undergirds and reinforces the University's strategic objectives. Educational quality is not only an important end in itself but should also supply a level of distinctiveness required to strengthen and extend the University's reputation and, in that way, help to attract sufficient numbers of our preferred student and faculty populations. In turn, strong student enrollments and other forms of support gained through the University's distinctiveness will permit resources to be maintained, expanded, and diversified; and new resources can, if aligned strategically, be used to continue enhancing the quality and distinctiveness of the University's educational activities. Further, we understand that, especially in a period of constrained fiscal resources and a highly competitive student marketplace, improved institutional decision-making and governance processes will be required if the University is effectively to monitor and redetermine evolving institutional priorities, react to opportunities in a timely manner, ensure good stewardship of its resources, and make the wise, strategic choices needed to enhance the quality and distinctiveness of the educational experiences at ISU.

In keeping with the theme of strategic planning and strategic action, it stands to reason that, while each of the sixteen initiatives described below is important, some will require more rapid and/or more focused attention than others. The combined leadership of the University will, in the years ahead, need

to establish priorities among the initiatives, determining how fully, how intensively, and in what temporal sequence these initiatives are to be pursued. The setting of priorities should also be informed by the feedback received from the NCA accreditation team during its Spring 2000 visit to ISU.

Enduring Issues and Present-Day Challenges

The truly important issues facing any university are rarely, if ever, resolved in a definitive manner. The present Implementation Plan acknowledges these durable issues and enumerates the present-day challenges that require our persistent attention. The questions listed below characterize these challenges, and are addressed in the remainder of this chapter:

❖ How is ISU going to *gain comparative, competitive advantages?*
❖ How will ISU *distinguish itself* from its competition?
❖ How will ISU *define and support its centers of excellence?*
❖ How is ISU going to *achieve enrollment security?*
❖ How will units be *held accountable for enrollment and performance?*
❖ Should ISU *revise its Admissions Policy* — i.e., whom should we serve?
❖ How is ISU going to *attract and retain more academically advanced students?*
❖ How will ISU *revise and strengthen its Academic Opportunity Program?*
❖ What should be the role and scope of *distance education at ISU?*
❖ How should ISU *structure its academic programs* to meet changing needs and opportunities?
❖ How will ISU *ensure that faculty and staff compensation is competitive and equitable?*
❖ How will ISU *enhance its public image?*
❖ How will we *ensure a governance structure and decision-making system that meets the institution's needs?*
❖ How should we *assess our performance and institutional effectiveness?*

Implementation Plan Overview

Strategy I:
Enhancing Educational Quality

1. Enhancing the Contexts in Which Students Learn
2. Activating Student Learning
3. Preparing Students with a Global Perspective through Diversity and Multicultural Experiences
4. Assessing Student Outcomes
5. Creating Professional Development Expectations and/or Plans for Faculty and Staff in Individual Units
6. Strengthening Scholarship and Public Service
7. Infusing Teaching and the Educational Experience with Technology

Strategy II:
Maintaining, Expanding, and Diversifying Resources

8. Managing and Developing University Enrollments
9. Maintaining and Expanding State Support
10. Developing and Diversifying Private and Extramural Support

Strategy III:
Aligning Resources with Priorities

11. Planning and Reviewing Academic Programs
12. Determining and Meeting Human Resource Needs
13. Planning to Meet Financial Needs
14. Improving Physical Facilities and Assuring an Accessible and Secure Campus Environment

Strategy IV:
Enhancing Institutional Decision Making and Governance

15. Assessing Institutional Activities
16. Strengthening Governance to Support an Informed, Professional Community

Strategy I: Enhancing Educational Quality

The University has, during the past decade, made substantial progress in providing its students with high-quality opportunities to achieve holistic growth and development, and this has helped both to distinguish ISU as a progressive public university and to improve our competitive advantage. However, as the NCA Self-Study Report and the environmental trends outlined above in Chapter Two make evident, our definition of educational quality and our institutional practices must continue evolving, since *quality becomes manifest in how things are done far more than by what is done.* The seven initiatives described below, which were identified through the NCA self-study process, focus on how to develop further an educational environment that supports the outcome of supplying educational opportunities and activities appropriate for the life and professional goals to which each ISU student aspires.

Related Strategic Initiatives

Initiative #1: Enhancing the Contexts in Which Students Learn

Rationale

The ISU undergraduate experience must wed the goals of General Education and the academic coherence of the major while promoting the holistic growth of each student. The philosophy of total integration

of academic, residential, and co- and extra-curricular programming requires that out-of-class experiences reinforce the educational experiences of all students, graduate as well as undergraduate. Achieving this quest for holistic student growth across the curriculum will require intimate collaboration among the various campus units responsible for any student's education. Moreover, teaching and learning should occur in an educational environment characterized by small/moderate-sized classes taught by experienced, full-time faculty offering personalized instruction which is responsive to diverse student learning styles and which prepares ISU undergraduates and graduates for the life and professional contexts of their choosing.

To accomplish this initiative, the following action steps and indicators of progress are recommended:

Recommended Action Steps

1. The Offices of Academic Affairs and of Student Affairs should continue to evaluate the First-Year Experience.
2. The Offices of Academic Affairs and of Student Affairs should develop and implement a plan to extend the philosophy of total integration of academic, residential, and co- and extra-curricular programming beyond the first year.

Proposed Indicators of Progress

1. At the institutional level, aspects of this strategic initiative should be monitored and improved through a cooperative assessment approach jointly identified by the Offices of Academic Affairs, Student Affairs, and Planning and Budgets. Results of student surveys, the monitoring of retention and graduation rates, and other measures identified by the "First-Year Experience" working group and related groups should be gathered and evaluated on an annual basis. Similar assessments should be directed at graduate students.

2. In order to track the match between ISU's faculty resources and the objectives of an integrated undergraduate experience, the Office of Institutional Research and Assessment should regularly provide a summary report, by semester, showing the size of classes by department, along with information about the number of credit hours at each academic level taught by tenured and tenure-track faculty, full-time non-tenure-track faculty, adjunct faculty, and graduate teaching assistants. This report should also include available historical data so that progress can be monitored.
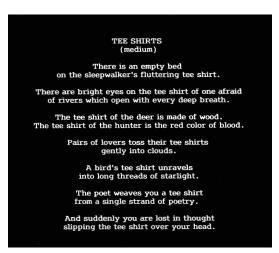
Initiative #2:
Activating Student Learning

Rationale

If our students are to grow and develop holistically, the University must ensure that, early on, they are guided through a systematic process of reflection and self-discovery that allows them to develop a clear, realistic understanding of their academic and personal potential. We envision an important component of this process being the creation by each student of an Educational Development Plan (EDP), with the aid of an advisor/mentor. This EDP would, in turn, serve as a tool to help students integrate their academic experiences, and it would also encourage them to participate actively in their learning in and out of class, in research/scholarship, and through service-learning activities (including paid and unpaid internships).

Recommended Action Steps

1. The Schools and College, along with their departments, should heighten the priority accorded not only to effective and timely course scheduling but also to developmental advising and the faculty's mentoring of students generally. Included in this effort should be the piloting with selected undergraduate students of Educational Development Plans that include proficiencies. Once a successful protocol is developed for the creation and utilization of EDPs, this effort can be expanded to all students, with the goal of institutionalizing a developmental advising focus that integrates students' Educational Development Plans into an enhanced learning environment that features regular student-faculty interaction and mentoring.

2. Additional attention should be focused on creating funding opportunities for undergraduate and graduate students

TEE SHIRTS
(medium)

There is an empty bed
on the sleepwalker's fluttering tee shirt.

There are bright eyes on the tee shirt of one afraid
of rivers which open with every deep breath.

The tee shirt of the deer is made of wood.
The tee shirt of the hunter is the red color of blood.

Pairs of lovers toss their tee shirts
gently into clouds.

A bird's tee shirt unravels
into long threads of starlight.

The poet weaves you a tee shirt
from a single strand of poetry.

And suddenly you are lost in thought
slipping the tee shirt over your head.

---Craig McDaniel, ISU Associate Professor

to engage in research that extends beyond their course requirements, and to participate in service-learning opportunities.

3. Student Affairs should continue to develop programs, services and opportunities that address the full scope of developmental needs of students. These out-of-class experiences and opportunities should be linked with the classroom experience and provide leadership, social, relationship, and skill development.

Proposed Indicators of Progress

1. The Office of Institutional Research and Assessment should work with the Schools and College to develop and employ student satisfaction questionnaires and to conduct focus groups which will yield data that can form the basis for an annual report regarding the effectiveness of course scheduling and developmental advising and mentoring at the unit level. The results should be provided to the academic departments and appropriate institutional leadership.

2. The Office of Institutional Research and Assessment should work with academic units to track the annual participation rates of undergraduate and graduate students in individual research and service-learning projects in order to monitor trends.

Initiative #3: Preparing Students with a Global Perspective through Diversity and Multicultural Experiences

Rationale

In an increasingly global world, holistic growth and development for ISU students must include an appreciation for and comfort with diversity and multicultural issues. The University and each member of its community must continue the activities and commitments that have led to the achievements reported in the NCA Self-Study Report and that will make an ISU education a distinctive experience characterized by an awareness of ethnic, cultural, and international values. The inclusion of multicultural and international perspectives in academic programs (such as the new foreign language requirement and the U.S. Diversity and International Cultures requirements in the General Education Program), faculty and staff development, and campus life activities must continue to be primary means for accomplishing this initiative. The University must also identify additional ways to improve the recruitment and retention of students, faculty, and staff from groups that historically have been underrepresented in American higher education and/or have international expertise.

To accomplish this initiative, the following action steps and indicators of progress are recommended:

Recommended Action Steps

1. The President's Commission on Ethnic Diversity, working with the International Affairs Center, should develop, implement, and keep current a plan that nurtures a climate that celebrates diversity, fosters mutual respect and civility, and increases a sense of community among all members of the University. This plan should include implementing orientation and in-service programs for University personnel that promote cross-cultural and international communication and relations.
2. With leadership from the Office of Student Affairs, leaders of student organizations should be encouraged to build networks between international students and various campus organizations.
3. Those responsible for hiring faculty and staff, working within the University's AA/EEO policies and plan, should redouble their efforts to search out, not simply screen, applicants that can enrich the campus by adding to its diversity.
4. Intercollegiate athletics should implement and keep current a strategic plan that fosters diversity goals and implement its Gender Equity Plan in order to comply with Title IX requirements.
5. The Office of Alumni Affairs should develop a plan to maintain contact with international student alumni.

Proposed Indicators of Progress

1. The integration of underrepresented groups into the University's various employee categories is currently reported by the Office of Affirmative Action. Presenting these data in five-year arrays would help to make progress more clearly known, and

In an increasingly global world, holistic growth and development for ISU students must include an appreciation for and comfort with diversity and multicultural issues.

would allow units to establish realistic hiring goals for their respective employee groups. Moreover, the Provost and deans should work with departments to develop enrollment goals at the College/School level, and to work with the Office of Institutional Research and Assessment to develop annual reporting strategies to monitor changes in the composition of the student body.
2. The Provost and deans should assess on an annual basis the inclusion of multicultural and international perspectives in the curriculum, the quality of student support services for underrepresented and international students, and progress toward having a more diverse faculty and staff. Analogous reviews should also occur annually in the other vice presidential areas.
3. Under the leadership of the Provost, a climate study, similar to the 1996 Climate Study, should be undertaken every five years, commencing in 2001.

Initiative #4:
Assessing Student Outcomes

Rationale

Improving student learning is the central feature of this strategic planning update. Assessing student learning outcomes provides critical feedback that can serve as the foundation for dialogue and plans continually to improve our educational programs. Successfully integrating the use of students' learning outcomes into the academic culture of ISU will have much to do with the University's ability to enhance its educational quality in coming years. Thus, the deans and the undergraduate and

Albrecht Dürer, Christ Washing the Feet of the Disciples, Wood Engraving, 1509 ISU Permanent Collection

graduate faculty, working through the Faculty Senate, Graduate Council, and departments, should pursue effective means of utilizing the results of student outcomes assessments to produce programmatic change. The need for a vital student outcomes assessment function goes beyond program-specific information and includes such issues as the continued assessment and review of the new General Education requirements, in which students now must demonstrate competency in information technology literacy and a foreign language.

To accomplish this initiative, the following action steps and indicator of progress are recommended:

Recommended Action Steps

1. The Office of Academic Affairs should continue to support the student outcomes assessment programs in achieving its stated goals.
2. The Office of Academic Affairs, working with the Office of General Education and appropriate Faculty Senate committees, should initiate efforts to monitor recent changes in the General Education Program and to provide periodic assessments of faculty and student satisfaction with recent changes, with student advisement in General Education, and with course requirements.
3. The leadership of the Lilly First-Year Experience Project, working with the Office of Institutional Research and Assessment, should develop a coordinated assessment plan to support and integrate the numerous assessment projects around that initiative.
4. The Office of Institutional Research and Assessment, working with the Divisions of Information Services and Lifelong Learning, the Center for Teaching and Learning, and appropriate Faculty Senate committees, should develop and implement a comprehensive and systematic assessment of the educational and social consequences of using information technologies in the classroom. This effort should include measures of student satisfaction as well as the impact of information technologies on specific dimensions of the learning process.

Proposed Indicator of Progress

1. The academic departments assisted by the Office of Institutional Research and Assessment, should provide periodically an update of academic units' progress toward meeting their stated assessment goals and should outline key programmatic changes made in response to these assessment initiatives.

Initiative #5: Creating Professional Development Expectations and/or Plans for Faculty and Staff in Individual Units

Rationale

In a higher education market that is increasingly competitive and in a fiscal environment which promises little real growth, it will be important to formalize and improve professional development opportunities for faculty, administrative and professional staff, and support staff in relation to the University's strategic priorities and with the goal of fostering an educational environment that features quality and distinctiveness. Faculty development should continue to be supported and enhanced through departmental and College/School

initiatives as well as through the Center for Teaching and Learning, the Course Transformation Academy, and the Faculty Computing Resources Center. Systematic ways need to be found by which the professional development needs of other employee groups can more effectively be met. Those measuring progress toward meeting the goals of this initiative should identify what professional development opportunities have been provided and assess how well each has been integrated into employees' professional development plans.

To accomplish this initiative, the following action steps and indicators of progress are recommended:

Recommended Action Steps

1. Under the direction of the Provost, pilot projects should be undertaken to produce formative professional development opportunities for full-time faculty members and to integrate this planning into an annual process. Once successful protocols are developed that are formative, and not summative, in nature, this effort can be expanded to full-time faculty in individual units.
2. Similarly, each vice president should work to pilot, and subsequently expand, a professional development planning and review process for his/her administrative, professional, and support staff.

3. Because these initiatives, even at the pilot stage, may require some budgetary realignments, the vice presidents should review the current professional development opportunities available to those who report to them and determine the ways in which these opportunities can and should be modified in order to meet the University's strategic priorities more fully.

Proposed Indicators of Progress

1. In the area of faculty development, the Office of the Provost, working with the academic deans and appropriate faculty representatives, should develop a means for reporting annually aggregate changes in faculty development activities over time, for determining the evolving relationship of these activities to strategic objectives of the institution, and for charting the costs associated with these activities. One means of gathering information central to this reporting function would be the incorporation of information regarding individual faculty development efforts into the annual Faculty Workload Reports.
2. In the area of staff development, the vice presidents, working with appropriate administrative, professional, and support staff representatives, need to incorporate staff development efforts into an annual report similar to the faculty report described above.

Initiative #6: Strengthening Scholarship and Public Service

Rationale

Motivating faculty and expecting all faculty to become involved in scholarship and public service are central features of ISU's vision as a progressive public university. The University, with leadership from the Office of the Provost, needs to

develop and maintain a highly efficient institutional infrastructure to support scholarship and public service. The University must also ensure that all appropriate forms of scholarship, externally sponsored work, and public service are given full, equitable, and appropriate recognition in hiring, tenure, promotion, and retention decisions. Moreover, the Provost, deans, and chairpersons must be vigilant for possible inhibitors to faculty involvement in scholarship, public service, and outreach activities, giving particular attention to workload, compensation, and faculty reward system issues.

To accomplish this initiative, the following action steps and indicator of progress are recommended:

Recommended Action Steps

1. The University should develop an action plan to improve its support of high-quality, discipline-based scholarship and creative activity.
2. The University should develop an action plan to improve its support of high-quality, discipline-based public service activities. This plan should distinguish between faculty expectations for University citizenship and public service, and should consider how these two types of activities should be treated in the faculty reward system.
3. The University should develop an action plan to improve its support of student involvement in scholarship and public service.

4. The University should create a centralized outreach interface to serve as an initial point of contact in support of ISU's linkages with business, industry, the not-for-profit sector, and governmental agencies.

Proposed Indicator of Progress

1. The Provost and deans should work with the Office of Institutional Research and Assessment to find efficient ways to incorporate information regarding faculty scholarship and service into each department's annual Academic Unit Profile so that changes over time may be monitored. In addition, the Office of Institutional Research and Assessment should include questions on student surveys regarding their involvement in scholarship and service learning so that changes in levels of student participation in these areas may also be monitored on an annual basis.

Initiative #7:
Infusing Teaching and the Educational Experience with Technology

Rationale

Computerized information technologies can dramatically increase the impact and significance of existing modes of classroom presentations, student support services, and administrative processes. An extraordinary effort has been made to provide faculty, students, and staff with support for integrating technology into every aspect of their work. Continued emphasis on technology and the necessary support services will remain a priority, since it is clear that information technologies function as powerful stimuli for reconceiving the nature, organization, content, and presentation of course work as well as all the activities which support the educational enterprise. Under the leadership of the Office of Academic Affairs, this strategic initiative will be assessed and improved

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upon in order to enhance educational quality and provide greater opportunities for student success, access, and support.

To accomplish this initiative, the following action steps and indicators of progress are recommended:

Recommended Action Steps

1. A new information technology literacy requirement in the General Education Program will be implemented in the fall of 2001.
2. The Division of Lifelong Learning, working with the Dean's Council and appropriate Faculty Senate committees, should develop and assess the quality of instruction and services provided to students and faculty who are engaged in technology-mediated courses so that ISU will be a vanguard provider in this emerging area of need.
3. Information Services should develop its current strategic plans into an Information Technology Master Plan (ITMP) that is tightly coupled with academic program planning and the Facilities Master Plan. The ITMP should provide a convenient, coherent, and strategic document to guide annual planning, budget priorities, human resource management, and timetables for implementation of information technology in support of the University's mission. Once the ITMP is developed by a group representing various University constituencies, Information Services should be charged with regular review and implementation of the ITMP.
4. The University should establish policies and procedures for monitoring enrollments in web-based, other mediated, and correspondence courses that enroll on-campus students.

Proposed Indicators of Progress

1. Progress in this area can be monitored through an annual report of faculty and staff development activities and an annual survey studying the degree of integration of technology by the faculty and staff into the University's educational and student support operations. This report should also include available historical data so that progress can be measured.
2. As mentioned above, the Division of Lifelong Learning should assess the quality of services provided to students and faculty who are involved in technology-mediated courses.
3. The ITMP should include key performance indicators and milestones related to overall technology implementation, as well as specific indicators for assessing the impact of the ITMP on learning outcomes, student services, and other aspects of the plan. Information Services should present a regular report to the Office of Academic Affairs on the status and results of the ITMP.

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Strategy II: Maintaining, Expanding, and Diversifying Resources

As has been emphasized above, institutional distinctiveness – or that dimension of institutional attractiveness that makes ISU a preferred choice for a student, donor, or federal or state decision maker – remains critical to maintaining, expanding, and diversifying the resources through which the University can develop and sustain the educational quality of its programs. And as the competition for public and private support and for student enrollments continues to intensify, ISU must enhance the relationship between its educational offerings and the institution's human, financial, and other resources.

The three initiatives that follow are

directed at protecting, strengthening, and diversifying ISU's resource base, and accomplishing the overall Implementation Plan. Fees from student enrollments and State support comprise relatively stable sources of revenue that make up more than 90 percent of the institution's operating budget. While these monies historically have varied only at the margins, they are crucial to the University's continuing operation. Conversely, private and extramural funds have grown substantially during the last several years and can enhance directly the quality and distinctiveness of the programs they fund. Thus, these efforts are also of high priority because this funding directly affects the University's ability to enhance educational quality.

Related Strategic Initiatives

Initiative #8:
Managing and Developing University Enrollments

Rationale

Strengthening ISU's enrollment base needs to be an ongoing, University-wide effort, driven to a large extent by the individual academic units. But it is vital that departments view the issue of enrollment management from a comprehensive perspective which integrates the goals and responsibilities of the institution with those at the program level. It is also important to recognize that the changing and

increasingly competitive student marketplace will produce differential effects on various sectors of the University's student body. For instance, the development and growth of the emerging community college partnership between Ivy Tech State College and Vincennes University will change ISU's "access" mission, while increasing the overall pool of transfer students. As noted above, continued attention must be also given to the diversification of our student population, in terms of age, geography, and race/ethnicity. Succeeding in this initiative is critical to ISU's achieving its place as a respected, progressive public university.

To accomplish this initiative, the following action steps and indicator of progress are recommended:

Recommended Action Steps

1. The University should review and evaluate its student recruitment efforts, led by a reinstituted Enrollment Planning workgroup. The process should consider factors such as program growth and development, cost effectiveness of present efforts, student success and satisfaction, ISU's demographics, comparative data from other institutions, the feasibility of current goals, the impact of existing programs, the changing and increasingly competitive student marketplace, outreach to new populations, and other new enrollment opportunities that fit ISU's vision as a progressive public university. As part of the review and evaluation of current recruitment efforts, ISU should carefully assess how its good relationship with Ivy Tech State College and Vincennes University can help to foster increased access for the graduates of this new State entity. This assessment should lead to the development of a strategy to attract more transfer students.
2. Following the review of current recruitment efforts, a review of the University's admissions policies should be conducted.

3. The Division of Enrollment Services, working with the deans and chairpersons, should articulate a comprehensive enrollment plan for the student populations identified in ISU's Enrollment Position Paper (1999), which expresses the current approaches and assumptions about student recruitment and retention for each distinct population within ISU's student body.

4. The Office of Academic Affairs should develop specific initiatives directed at attracting more academically advanced students.

5. University-level goals for the School of Graduate Studies should be articulated that project graduate enrollments into the first decade of the twenty-first century.

6. The University should review and monitor the size of the Academic Opportunity cohort lest it become too large to be served effectively, and identify ways to strengthen this program.

7. The Office of Institutional Research and Assessment should continue to develop methods of tracking the persistence of special populations (e.g., part-time students, distance education students, and students enrolled in other off-campus programs) in order to develop a clearer understanding of the populations served and the retention strategies that are and are not working effectively.

8. The Office of Academic Affairs should lead a study of graduate stipends and fee remissions and compare their competitiveness with those of peer programs. This analysis must weigh the number of awards made against such factors as program enrollments and student demographics, contributions of students teaching and assisting in research, and the effectiveness of the form of financial aid packaging relative to given programs' needs.

9. Each academic department should be challenged to develop, and meet, unit-level enrollment goals for undergraduate majors and for overall student credit hour production.

10. Graduate programs, working with their College/School deans and the Dean of the School of Graduate Studies, should develop specific FTE enrollment goals based on realistic projections of available human and fiscal resources in the next five or more years. In doing so, attention must be given to the competitive positioning of ISU's programs in the State, the region, and beyond, and serious consideration must be given to cooperative programming, both within the University and through inter-institutional agreements, that might optimize the use of existing and projected University resources.

Proposed Indicator of Progress

1. A comprehensive plan to assess progress with regard to this initiative should be developed by the Office for Institutional Research and Assessment in concert with the Office of Academic Affairs, the Enrollment Planning Team, the School of Graduate Studies, the International Affairs Center, and the Division of Enrollment Services. This plan should include key performance indicators related to overall enrollment and retention goals, as well as specific indicators related to other aspects of the plan. Each dean should also be responsible for developing indicators of progress for each academic department that relate directly to each School's or College's enrollment expectations.

Initiative #9: Maintaining and Expanding State Support

Rationale

The nature of new State revenues is increasingly becoming like extramural funds: Many of these State monies are

one-time rather than base, and are intended for specific purposes with strings and accountability expectations attached. Recognition of the State's funding approach takes on particular importance because ISU's resource base is so heavily dependent upon the State of Indiana. Almost 70 percent of ISU's operating budget is provided in the form of State funds, whereas approximately 25 percent of its funding comes from student fees. Moreover, the University receives a higher percentage of its operating revenues from State appropriations than any other public institution in Indiana, and a higher appropriation per student than its most comparable State institution. In 1999, this rationale led to an initial legislative effort to "equalize" ISU's appropriation per student by reducing the University's base budget increase below the average State increase for public institutions. The University's dependence on State appropriations and the imminent potential for smaller-than-average appropriation increases make this a critical domain for institutional attention if ISU is to maintain and expand its current level of support.

To accomplish this initiative, the following action step and indicator of progress are recommended:

Recommended Action Step

1. The University should continue its investments in quality State governmental relations efforts, directed at educating both external and internal stakeholders about the value of ISU to the State and about policy issues that affect the University. Additionally, strategies for maximizing State financial support should be developed and pursued.

Proposed Indicator of Progress

1. On an annual basis, the Office of Planning and Budgets should provide to the President's Planning and Resources Committee comparisons of

appropriations and expenditures per student, the student vs. State share of expenditures, and other measures of comparison prepared by the Commission for Higher Education.

Initiative #10: Developing and Diversifying Private and Extramural Support

Rationale

While State support and student fees provide the foundation for the University's operating budget, private and extramural support provides a significant level of funding that goes directly to enhancing the quality and distinctiveness of ISU's programs and services. Expanding these revenues is critical to diversifying the University's resource base and pursuing its vision as a progressive public university.

To accomplish this initiative, the following action steps and indicators of progress are recommended:

Recommended Action Steps

1. The Division of University Advancement should implement its current strategic plan in order to maximize private support for University programs and students.

2. The University, with leadership from the Office of Academic Affairs, should enhance the efficiency of its institutional infrastructure for supporting faculty and staff who pursue grants, contracts, and other extramural support, and provide incentives in support of successful grantsmanship.

3. The Offices of Planning and Budgets and of Academic Affairs should lead efforts each year to develop and advocate for a federal agenda that advances University projects and proposals most likely to receive federal earmarks.

Proposed Indicators of Progress

1. Progress with regard to private support should be assessed annually and cross-year comparisons made with respect to levels of annual support, University Endowment size, and levels of alumni participation.

2. Progress with regard to extramural support should be measured annually by assessing the funds generated through grants and contracts (including subvention) and federal earmarks, and comparing those levels with historical data. Moreover, academic departments and academic support units with expectations to compete for grants and contracts should be identified, and the Office of Sponsored Programs should report the extramural funding received by these units for appropriate periods of review. This information should be included in the annual Academic Unit Profiles.

Strategy III: Aligning Resources with Priorities

As the review of environmental trends in Chapter Two illustrates, a climate of constrained public support and intense competition for student enrollments will limit new resources that could be useful to enhancing the University's educational quality and for distinguishing an ISU education in the public mind. Together, the State appropriation and student fee base represent more than 90 percent of the University's operating budget, which supports its educational mission. Recognizing that the University's greatest base source for new investment will come from the institution's existing resources becomes paramount to effective action. With competitive pressures driving up standards by which quality and

distinctiveness are determined, a sustainable relationship between our academic offerings and our resources becomes fundamental to achieving the strategy of enhancing educational quality. The process of reinvestment must begin by reviewing current investments and better aligning our resources with our priorities.

This strategy will require balancing several competing priorities that represent the University's current investments. At one level, an institution's educational quality is dependent upon its investment in faculty resources. Yet, while ISU has the lowest student-faculty ratio of all its peers and of all other State institutions, the NCA Self-Study Report cites an overly broad academic program scope as an undeniable source of pressure on faculty workloads.[15] Moreover, while within the ranks ISU faculty salaries fall below peers,' the institution compares quite favorably in its contribution to overall compensation. This outcome is due in large part to ISU's relatively large proportion of full professors in comparison to peer institutions and suggests competing priorities with regard to salary and benefit levels and distributions between ranks.[16] In addition, while faculty workload findings suggest the need for more investment in academic programs, reallocating from within the executive, administrative, and professional (EAP) staff must be carefully studied, because ISU already has a significantly smaller EAP staff

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[15]See the NCA Self-Study Report, Chapters 2, 3, and 6.
[16]See the NCA Self-Study Report, Chapter 6.

cohort than its peers in relation to its faculty size.[17] Finally, the findings of the NCA Self-Study Report propose achieving holistic student growth — and, hence, quality and distinctiveness — through efforts such as improving student advisement and support, which may require additional professional staff. Taken together, these competing priorities suggest that determining an employee mix which can produce a distinctive level of educational quality will be a complex matter. Finding resolution for these competing priorities will test the will of the entire institution, yet it offers an unavoidable path to a stronger ISU. The four strategic initiatives that follow put forward a plan by which current investments may be reviewed and our resources better aligned with our priorities.

Related Strategic Initiatives

Initiative #11:
Planning and Reviewing Academic Programs

Rationale
High-quality, high-enrollment programs must be adequately supported, and to accomplish this during a time of limited fiscal resources will require a careful and comprehensive review and prioritization of the University's undergraduate and graduate academic programs. The intended outcome of this review should be the freeing up of resources through the elimination of programs in which quality is lacking, for which demand is low, and/or which are not central to the University's mission. This step is essential to a more reasonable, equitable, and effective allocation of human resources (which is addressed by Initiative #12).

The manner in which programs are delivered and supported must also be a focus in this review. The increasing ability to reach new populations will require the University to establish criteria for the prioritizing of programs for delivery to new populations through partnerships, and in service to business and industry. Accordingly, faculty compensation issues must be addressed in regard to support for the development and transformation of course work, the assignment of shifting course loads and student credit hour production, and intellectual property rights.

To accomplish this initiative, the following action steps and indicators of progress are recommended:

Recommended Action Steps
1. The Office of Academic Affairs should refine the process for this program review by working with the College and School deans, academic department chairs, their faculties, appropriate Faculty Senate committees, and the Graduate Council. Criteria should be developed to measure the quality and viability of the University's academic degree programs.
2. The Office of Academic Affairs should also lead a planning effort for ISU's outreach education activities. This planning effort should address the following issues: (a) requisite faculty support for course transformation, (b) support for students, (c) assessment of program quality and of student outcomes, (d) faculty workload and student credit hour production issues, and (e) criteria to be used for prioritizing the allocation of resources to support outreach education delivery.

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[17]See the NCA Self-Study Report, Chapter 6.

3. The Provost should continue to review the administrative structure that supports graduate studies to ensure that the Graduate School is effectively and efficiently meeting the needs of the University's graduate programs and students.

Proposed Indicator of Progress

1. The Office of Institutional Research should provide annually a report reflecting the enrollments of each academic program related to the established criteria, with available historical data, to assist in the University's ongoing analysis of program viability and program scope. This report should also consider faculty workloads, since workload issues are directly related to the number and size of degree programs, preparations, and enrollment. A goal of this report should be to develop improved ways of defining faculty workload in terms of the faculty's teaching, research, and service priorities.

Initiative #12: Determining and Meeting Human Resource Needs

Rationale

Developing and maintaining the human resources required to provide an effective environment for the holistic growth and development of ISU's students will be a key planning issue for the next few years. This issue does not involve adding to the existing workforce, but focuses on adjusting the mix and size within current levels to ensure that students are adequately and effectively served. The demographics of the faculty soon will change, since a high percentage of senior faculty have indicated their intention to retire in the next three to five years. Recruiting appropriate replacement faculty will require attention both to our expectations of these new faculty and to issues of salary and compensation. Evolving expectations of faculty can be managed with

revised promotion and tenure policies and enhanced recruitment practices, but salary and compensation determinations will directly affect the size and mix of the groups we are able to employ. Therefore, we must pay continued attention to evaluating the appropriateness of the current size and mix of faculty and staff in providing a supportive environment for the holistic growth of our students. Clearly, tough tradeoffs will need to be discussed in order to bring salaries, benefits, and workloads more fully in line with those at peer institutions, and these issues must be considered together, since they are inextricably linked to each other and to ISU's enrollment base.

Among the expectations of newly hired faculty will be the need for them to participate actively in the mentoring of undergraduate and graduate students and to use innovative teaching strategies. Greater attention will also need to be paid to the staffing of lower-division undergraduate classes if programs are to attract more majors and help to retain more students generally. Moreover, as distance education and other University initiatives begin to extend further the capacities of the tenured and tenure-track faculty, it likely will be necessary to employ more professional advisors to help meet students' course scheduling demands and to explore other means of allowing the regular faculty to remain focused on meeting their primary educational obligations. At ISU, as well as at the majority of academic institutions, administrative workloads have not been scrutinized to the same extent as have faculty workloads, in part because there are few common criteria by which to evaluate the performance of EAP employees. The expectations and functions within offices can vary greatly, making generalizations difficult, yet issues of the efficiency and effectiveness of the EAP group related to workload are important to consider. Therefore, as part of future human resource planning efforts, additional attention will need to be paid to evaluating the effectiveness of the current size and mix of

EAP staff in providing an environment which effectively supports the holistic growth of our students.

To accomplish this initiative, the following action steps and indicator of progress are recommended:

Recommended Action Steps

1. The University leadership should develop a comprehensive human resources policy and plan that considers the interrelated issues outlined above. This plan should look at salary and compensation levels, faculty and staff turnover, and the size and mix of the University's various employee groups with the purpose of developing a plan to make ISU more competitive than its peer institutions.
2. The Office of Academic Affairs should lead the development of a faculty deployment plan that considers such issues as the staffing of freshman and sophomore courses and faculty workloads in relation to the University's strategic priorities. Accounting for evolving faculty expectations should be aided significantly by the newly revised promotion and tenure policies of the University, and by the companion policies that the College, Schools, and departments develop in order to specify the University guidelines and thereby account for differences in unit-level missions.
3. Working together, the vice presidents should develop an administrative deployment plan that considers issues such as the expectations and functions of each office and executive, administrative, and professional employee workloads in relation to the University's strategic priorities.

Proposed Indicator of Progress

1. The Office of Institutional Research, working with the vice presidents, should review the Academic and Administrative Unit Profiles with an eye

toward including measures suggested by the above initiatives and should investigate the possibility of developing benchmarking measures with the University's peer institutions for use in these reports.

Initiative #13: Planning to Meet Financial Needs

Rationale

Financial resources provide the currency that becomes the faculty, staff, facilities, information, and programs of the University. Indeed, finances constitute the "first" resource of the several tangible resources that must be managed effectively to enhance the educational quality of ISU. Thus, the University's financial plans must serve as a basis for developing assumptions with regard to human resources, enrollment, physical facilities, and program planning. Moreover, the University's finances not only affect its educational and related activities, but the quality and distinctiveness with which these activities are performed in turn affect the University's ability to gain additional financial support.

To accomplish this initiative, the following action step and indicator of progress are recommended:

Recommended Action Step

1. The University's financial plans should be developed by the Chief Financial Officer (CFO), in consultation with the vice presidents and in accordance with the University's program and enrollment planning assumptions. In addition, the CFO should continue to develop key financial indicators which can be used to monitor the University's financial health. These plans and indicators should serve as a basis for developing assumptions with regard to the human resources planning necessary to manage effectively the turnover in senior faculty and staff.

The University's financial plan should also provide an estimate of capital resources by source that can provide a reasonable basis for plans to enhance the University's physical facilities.

Proposed Indicator of Progress

1. This initiative should be assessed by evidence of an articulated financial plan, updated and delivered after each legislative biennial budget session, that considers the University's priorities and provides options for implementation.

Michael J. Gallagher, Anthracite, Carborundum Etching, 1943   *ISU Permanent Collection*

Initiative #14:
Improving Physical Facilities and Assuring an Accessible and Secure Campus Environment

Rationale

The Physical Facilities Master Plan must be connected to realistic funding sources. As Chapter Two makes clear, future State appropriations will be more difficult to obtain because of the overall level of capital indebtedness across the State and at ISU. Therefore, the University must prioritize very carefully future requests to the Legislature. At the same time, the University must engage in strategies to diversify its funding opportunities with private and extramural sources. The fact that ISU possesses more useable space per student than any other Indiana public institution, coupled with constrained capital resource opportunities, places a premium on maximizing the use of our current physical facilities. Finally, campus spaces must be ADA-compliant and must be designed in ways that maximize student and employee safety.

To accomplish this initiative, the following action steps and indicator of progress are recommended:

Recommended Action Steps

1. The Office of Administrative Affairs should lead the development of a second-generation Facilities Master Plan that should prioritize requests to the State for new or renovated facilities and correlate them with the ten-year Capital Plan submitted to the State of Indiana. Institutional priorities — such as the need to support information technology and our academic programs, and to develop our human resources — along with funding constraints and space utilization data, must drive the creation of this Facilities Master Plan update so that ISU can develop a realistic working document for facilities acquisition, construction, renovation, and demolition.

2. With constrained capital resources, prime classroom space must be made available for the widest possible use. Under the leadership of the Office of Academic Affairs, working with the Offices of Administrative Affairs and of Planning and Budgets, the University should explore the creation of a Central Space Management function, with clearly articulated policies and procedures that provide a planning tool for more effective space utilization. This approach would involve gathering data on facility usage and availability and use these data for decision-making purposes.

3. The University should develop improved means of determining which repairs can be funded, and when.

4. The University should develop better ways of educating the campus

community about the Parking Master Plan, providing comparisons with other institutions, and demonstrating the rationale behind parking decisions.

5. The University should continue and expand Public Safety initiatives which include community policing, crime prevention programs and the Blue Light projects to ensure a secure and safe environment.

Proposed Indicator of Progress

1. A reporting strategy to evaluate progress in this area should be developed by the Office of Administrative Affairs, with support from the Office of Institutional Research and Assessment. This strategy should include an audit of current space use, measures for assessing overall improvements in space utilization, a review of policies and dissemination of information relating to chargebacks for repairs, and comparisons with other State institutions, prepared periodically by the Commission for Higher Education.

Strategy IV: Enhancing Institutional Decision Making and Governance

The course to enhancing quality, to distinguishing ISU, and to aligning our resources with our commitments will require wise choices stemming from strengthened institutional decision making. As Chapter One makes clear, change will continue at an accelerated pace, and the changing educational environment will require changes in the institution. ISU must be better prepared to respond quickly and appropriately to society's needs. Therefore, central to ISU's role in the early twenty-first century will be an understanding of and commitment to managing a changing environment. Although universities are

fundamentally conservative institutions, the University must enhance its capacity to adapt to new situations in a timely, proactive, and flexible fashion. ISU must "innovate in order to remain relevant."

Hallmarks of ISU decision making in the twenty-first century will be the institution's ability continuously to assess its activities, to exercise scholarly approaches to its choices, and to reconceive its strategies in order to accomplish its mission and vision. An institutional mind set must reinforce activities that possess distinctiveness and quality. In all areas of the institution, but particularly in its work with students, ISU must ensure ever greater integrity among its purposes, stated intentions, and actions, providing follow-through in doing what it says it will do. Moreover, ISU must master the process of migrating valued innovation from the periphery to the center of its institutional activities. In the coming years, ISU's role as a "public good" must be recognized explicitly and its contribution to the success of society as a whole fully understood by its publics. ISU must be prepared to participate in the redefinition of and resolution to problems, particularly in the public policy context, to help society solve its most important challenges. In strengthening its relationship with the larger society, ISU will increase the public trust in higher education and, as a result, enhance public support for it.

In carrying out these purposes, common ground among all groups within the University must be achieved through institutional self-studies, improved communication, more efficient and effective assessment and feedback, strengthened decision making, and the strategic and reasoned allocation of resources. In the initiatives identified for the update of the Strategic Plan, ample recognition must be given to the complexity and speed of the change process. This pace will require a continuing effort to review and streamline the governance procedures for all groups, along with administrative practices, in order to improve communication within the

governance structure and to respond quickly and effectively to changing opportunities. Moreover, systematic and comprehensive reporting and research must continue to be the norm for the University if it is to provide the basis for a scholarly approach to decision making. Special attention must be given to data around the workload issue for faculty, to the performance evaluation process, and to the creation of an integrated system for data collection. Clearly, accurate, reliable data form a basis of institutional trust and collaboration. The two initiatives that follow are designed to enhance institutional decision making and governance.

Related Strategic Initiatives

Initiative #15: Assessing Institutional Activities

Rationale

To achieve holistic student growth and development for its students, each part of the institution must effectively perform its unique role in supporting student learning. Co- and extra-curricular activity, administrative, and student support functions affect students' educational environment, and these units need feedback related to their performance in order continuously to improve the educational environment that supports ISU's learning-centered approach.

To accomplish this initiative, the following action steps and indicator of progress are recommended:

Recommended Action Steps

1. The Office of Institutional Research and Assessment, working with the offices involved, should develop and implement plans to assess key administrative functions across campus. This approach should include developing criteria for assessing the success of units that perform both administrative and academic functions.
2. The University should develop and

institutionalize an information feedback system that supports its Strategic Plan and other operational plans. This assessment and continuous improvement approach should utilize the various assessment strategies included in this update and synthesize them into a credible annual progress report.

Proposed Indicator of Progress

1. The Office of Institutional Research and Assessment, working with the vice presidents, should provide annually a report sketching the assessment initiatives undertaken. Examples of improved practices should be provided, along with other pertinent measures.

Initiative #16: Strengthening Governance to Support an Informed, Professional Community

Rationale

Shared governance at ISU works well and has produced enormous changes in recent years. To a large degree, ISU's recent progress can be traced to the collaborative efforts of the faculty and administration. ISU has and should continue to offer opportunities for all University stakeholders to participate in discussions designed to improve understanding of the external and internal driving forces that shape institutional decisions. However, because becoming more distinctive as a

Georges Lachance, Autumn's Red Dress,
Oil on Canvas, n.d.   ISU Permanent Collection

progressive public university depends far more on how we do things than on what is done, we must continue working to improve both decision making and governance, since each is central to how things are done. As the University examines ways to strengthen governance, it must consider factors, such as communication and credible information, which are essential elements of effective organization and action. Although information technologies have made it easier in certain ways to communicate, effective communication still remains difficult in large organizations, since effective communication requires good will, reciprocation, and relationship building, not just the passing on of words on a page or screen. Hence, the emphasis on professionalism and credible information — the basis for this initiative — serves both as a beacon and a model for creating an environment that supports the holistic growth and development of ISU's students.

To accomplish this initiative, the following action steps and indicator of progress are recommended:

Recommended Action Steps

1. The University should review collaboratively faculty governance and administrative decision-making practices to improve communication and to provide a context for more efficient interaction.
2. The University should review existing academic and administrative structures and evaluate opportunities for productive consolidation.
3. The University should develop an orientation program for University stakeholders which features ISU's educational and administrative functions and patterns of governance and which is designed to develop in those persons a sense of ownership, community, and teamwork that can help make ISU a benchmark institution. Particular attention should be placed on providing information to new faculty, staff, and students.
4. The University should examine the issue of formal representation by its professional staff in University governance and give careful consideration to ways that adequate input can be provided for this group of employees.
5. The University should examine its system of budget development, expenditure authority, and accountability for the purpose of making recommendations that balance the degree of centralization/decentralization to maximize strategic action, efficiency, and responsiveness.
6. The Faculty Senate should develop expectations concerning professional standards. Recent AAUP documents regarding principles of professional conduct could form a basis for discussion and action around this subject.
7. The Vice President for Administrative Affairs should arrange to mount the current version of the University Handbook on the University web site. The full text of Indiana Statute regarding the powers and authority of the Trustees of the University, the Commission for Higher Education, and any specific legislation regarding educational mandates should be included in the electronic version of the Handbook to make this document a more comprehensive source of governance authority.
8. The Provost and the Faculty Senate leadership should work jointly to clarify, refine, and simplify the relationship between School and College governance structures and the University's Faculty Senate. Some type of liaison system between the Faculty Senate and the School/College governing bodies should be established to foster more efficient communication and interaction.
9. The University should develop clear procedures for requesting and providing information to foster more effective communication between administration and faculty.

Proposed Indicator of Progress

On an annual basis, through the President's Planning and Resources Committee, the President should engage his executive staff and the leaders of the Faculty Senate and Support Staff Council in an evaluation of the above initiatives. Where possible, a written review of improvements should be provided by appropriate vice presidential units.

Conclusion

The seven years between the initiation of the University's first strategic planning process and the conclusion of the NCA self-study, with this Update to ISU's Strategic Plan, has been a period of great institutional scrutiny and change. The details of this evolution have been captured in the NCA Self-Study Report and summarized in this Update. Four operational priorities — (1) enhancing educational quality; (2) maintaining, expanding, and diversifying resources; (3) reviewing investments and better aligning resources with priorities, and (4) strengthening institutional decision making and governance — are strategies which have organized our discussions over the past eighteen months. The Implementation Plan presented in Chapter Four outlines sixteen initiatives assigned to specific University entities, along with methods for periodically measuring our success in meeting our strategic objectives.

By virtue of the fact that ISU has chosen to wed its NCA accreditation review with an update of its Strategic Plan, it should be clear that Indiana State has become an institution attuned to the challenges of the new and changing environment in which it operates. The level of involvement by faculty, administrative and professional staff, trustees, and external stakeholders has been unprecedented in the history of this university, and can most likely serve as a model for other universities. The NCA Self-Study Report has evolved from the work of these stakeholder groups; and the interpretation of the importance of the University's eight strategic goals, along with the determination of four operational strategies and sixteen initiatives, have developed directly from the numerous meetings, reports, and discussions which resulted from ISU's participation in the NCA self-study process.

It is with a sense of great achievement that this planning Update is presented to the campus community for consideration and implementation.

Music Credits

Chapter 1: Indiana State and the Changing Environment of American Higher Education
Tapestries CD
"Capriccio" by Holst Band 12
Wind orchestration by John Boyd; performed by Faculty Winds

Chapter 2: ISU as a Progressive Public University
Wind Songs CD
Carmina Burana by Orff
Faculty Winds (additional wind orchestration by Jeffrey Girard who received a Master of Music in Wind Conducting in 1997)
Band 9 I. "Fortune plango vulnera"

Chapter 3: Strategic Goals & Strategic Accomplishments
Wind Songs CD
Four Visions of War by Waters
The ISU Faculty Winds, John Boyd, Conductor.
The ISU Festival Chorus,
Richard Zielinski, Conductor.
"Lo, Victress on the Peaks" Band 1

Chapter 4: Implementation Plan
Indiana State University Symphonic Wind Ensemble CD Atlanta Conference
"Flourish for Glorious John" by Vaughan Williams arr. by John Boyd, Director of Bands, ISU
Band 1