



STRATEGIC PLAN FOR THE 21ST CENTURY
1994 Report

INDIANA STATE UNIVERSITY

STRATEGIC PLAN FOR THE 21ST CENTURY
1994 Report

INDIANA STATE UNIVERSITY

CONTENTS

Part One

Year One: Development of the Strategic Plan	3
Introduction	3
Strategic Planning	3
Planning Principles	3
Planning Components	4

Part Two

Environmental Trends and Higher Education	7
The Emergence of a Global Society	7
The Changing Demographics of the American Population	7
The Shift from an Industrial to a Technologically-Driven, Knowledge-Based Economy	8
The Change in Expectations of Public Education	8
The Increasing Influence of Articulated Goals and Public Policy on Higher Education in Indiana	9
The Increasing Expectations for University Assistance in Addressing National, State, and Regional Needs	9
Conclusion	9

Part Three

Challenges to the 20th Century University	10
--	----

Part Four

Indiana State University: Its Past and Its Present	13
---	----

Part Five

Indiana State University Strategic Directions for the 21st Century	16
A Progressive Public University	16
Planning Assumptions	16
University Values	17
The Progressive Public University	17
Strategic Goals	18

Part Six

Year Two: Implementation of the Strategic Plan	24
Criteria for Selecting Academic Initiatives	24
Academic Initiatives in Support of Strategic Goals	25
School/College Planning	27
Academic Support Initiatives	28
Future Review and Evaluation of the Strategic Plan	30

PART ONE

YEAR ONE: DEVELOPMENT OF THE STRATEGIC PLAN

INTRODUCTION

As Indiana State University has evolved from a normal school into a comprehensive public service university, the environment in which it has functioned also has changed. To respond to this change, it is essential for the University to engage in systematic planning activities. A formal planning process is designed to assist an institution in distinguishing between “doing the right thing” (i.e., establishing strategic directions) and “doing things right” (i.e., implementing facilitating initiatives and organizational change). The process helps to anticipate the future more effectively and to identify the opportunities, demands, and constraints placed upon the University by the various constituencies it serves. By engaging in the planning process, Indiana State intends to effectively clarify its role and purpose, identify central goals and objectives, establish priorities, initiate new programs, and make decisions about the allocation of resources.

STRATEGIC PLANNING

The term “strategic planning” frequently includes a wide range of planning concepts. For this report, however, strategic planning has limited meaning and focus to differentiate it from other activities referred to as operational planning or resource allocation. Strategic planning is the process by which Indiana State University will address major strategic issues and decisions that shape its long-term development and that identify significant relationships with the various external constituent groups it serves and their representatives.

PLANNING PRINCIPLES

Several principles have guided the planning process. In order to be effective, the plan must be broader in scope than a simple compilation of the plans of individual units of the institution. The strategic goals and initiatives must be achievable within a realistic time frame. In an era of diminishing public funding, resource allocation and reallocation must encourage efficiencies and economies which produce both short- and long-term financial advantage to the University. Competitive and marketable advantages must reflect the strengths and distinctiveness of the institution. In addition, results of the plan must be measurable and regularly reported to the University community and to public agencies and the citizens of the state.

For an institution to realize its greatest potential, planning must become an integral part of its management culture. Line administrators must assume primary responsibility for planning activities in their respective units. Consistent with existing University administrative and governance structures, vice presidents, deans, department chairpersons, and representatives of all campus constituencies will play essential, campus-wide roles in the development and implementation of the plan. Faculty, students, staff, alumni, and institutional supporters will contribute diverse ideas, values, and interests. Widespread dissemination of the completed plan and extensive discussion of it in a variety of forms will promote a vital dialogue which will expand and enhance its support. Planning also will be incorporated in routine University operation, influencing personnel, performance, and budget decisions. Pro-active leadership, consensus building, and broad-based ownership are vital elements in successful strategic planning.

PLANNING COMPONENTS

*A*t a public university such as Indiana State, the Board of Trustees has the responsibility for ensuring that planning is a continuous process which results in an acceptable institutional plan of action. Directed by the trustees to prepare such a plan, the President assumes primary responsibility for its preparation, its review by the trustees, and its implementation.

President John Moore brought to Indiana State University significant experience with higher education planning. In the months before his arrival on campus in the summer of 1992, he invited key faculty members, administrators, and staff to share their views of the relative strengths and distinctiveness of the University. Upon assuming office, he set in motion a planning process which has produced this report.

The President began the planning process by establishing the President's Planning and Resources Council (PPARC) as an advisory body on the University's strategic and operational planning processes. Members include the President of the University (chair), the Provost and Vice President for Academic Affairs (vice chair), the vice presidents, the Chair of the Faculty Senate, the Chair of the Curriculum and Academic Affairs Committee, the Chair of the Administrative Affairs Committee, the Chair of the Graduate Council, the Chair of the Economic Benefits Committee, the President of the Student Government Association, and the Chair of the Office Personnel Council. The Director of Planning and Institutional Analysis serves as staff to the council. The PPARC has had an active role in the series of planning meetings that were held on campus during January and February, 1993.

Subsequently, the President established a Division of University Planning and Institutional Analysis in the Office of the Vice President for Planning and Budgets to provide staff support for the planning process, conduct relevant analytical studies, format data, and assist with the conduct of the planning process in general.

To introduce the planning process, the President held a Strategic Planning Conference on January 16, 1993, in which more than 75 individuals representing faculty government, school and college academic administration,

students, alumni, community leaders, and elected officials participated. The Commissioner of the Indiana Commission for Higher Education was also in attendance. Conference participants were presented materials which contained demographic, political, economic, and comparative data about or related to the University; identified significant societal trends and needs which the University should consider in the planning process; suggested strategic directions for the institution based on its strengths and societal needs; and described what they wished the University to be known and admired for. A number of the strategic goals and academic initiatives which appear in a later section of this report emerged from this day-long conference.

Three additional planning forums held in February 1993 included a wider representation of campus constituencies in discussions of important environmental and institutional factors central to the identification of long-term strategic goals. Activities similar to those of the planning conference were utilized by the planning forums to elicit ideas and suggestions. During the same period, the Schools, the College, and all administrative units were asked to develop strategic plans appropriate to their needs and governance systems and present the plans to the President in early March.

The first draft of the report was distributed to the campus in April for analysis and recommendations, many of which were incorporated in a second draft presented to the Board of Trustees for discussion and distributed to the campus in July. During the fall, 1993 semester, the President discussed the second draft with the Alumni Council, senior university administrators, the Office Personnel Council; some 50 community leaders of West Central Indiana; the Indiana Commission for Higher Education; the ISU Foundation Executive Committee; leaders of student government; PPARC; and academic department chairpersons, deans, and the Faculty Senate Executive Committee in an academic summit. Many of the comments and suggestions on the second draft which came out of these meetings have been incorporated in this 1994 strategic planning report.

This report is organized into six parts. Part One is an overview of the development of the plan during Year One.

Part Two is a discussion of important and environmental trends which may affect the higher education community. These international, national, state, and regional trends play a role in the creation of significant societal needs to which Indiana State University can respond.

Part Three summarizes the challenges which have faced the nation's universities during the past half century. Expected to respond in creative and appropriate ways to the needs of society, public universities have embarked on a path that has led to dramatic increases in enrollments and generated high expectations for economic, social, and scientific research.

Part Four outlines how Indiana State has responded to these societal expectations and presents a context for understanding how it is positioned to respond to new challenges as a "progressive public university."

Part Five presents strategic goals which rest upon defined planning assumptions, established institutional values, and strategic decision criteria. The strategic goals are:

- **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.

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

- **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.

- **Expansion of Knowledge.** ISU will 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.

- **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 a particular focus on the quality of life in Indiana.

- **Enhancement and Advocacy of Multicultural and International Values.** ISU will be recognized for its commitment to equal educational opportunity, its ethnic and cultural diversity, and its international perspective.

- **Promotion of an Interdisciplinary Culture.** ISU will be a national model for interdisciplinary instruction, research, and public service.

- **Enhancement of intellectual and creative expression in West Central Indiana.** ISU will be known for fostering intellectual and creative activities within the University and in partnership with the larger community.

Accompanying each of these directions are implementation strategies which can enhance the University's comparative and competitive advantages.

Part Six describes the process for implementation of the plan during Year Two. It summarizes the criteria for establishing priorities among the many proposals in response to the strategic goals. It identifies the following fourteen academic and support initiatives which the Provost, the deans, and the vice presidents have responsibility to develop or implement in 1994:

- Revision of University Statements of Mission and Vision: President and Provost

- Development of the Academic Master Plan: Provost

- Enrollment Planning and Management: Provost

- Enhancement of Undergraduate Education: Provost

- Faculty and Staff Development: Provost

- Academic Resources Development: Provost

- Assessment of Institutional Effectiveness: Provost and Vice President for Planning and Budgets

- Consolidation of Campus Computing and Information Services: Provost

- Revision of School/College Strategic Plans: deans and Provost

- Institutional Marketing and Image Promotion: Vice President for University Advancement

- Institutional Resource Development: Vice Presidents for Business Affairs, University Advancement, and Planning and Budgets

- Student Life and Residential Life Plan: Vice President for Student Affairs

- Facilities Master Plan Revision:
Vice President for Business Affairs

- Improvement of the Effectiveness
and Efficiency of University Operations:
Vice President for Business Affairs

Part Six also relates the strategic planning process to the development of the biennial budget requests and establishes the timelines for biennial review and evaluation of the strategic plan during even-numbered years.



PART TWO

ENVIRONMENTAL TRENDS AND HIGHER EDUCATION

Strategic planning rests upon analysis of the points of interaction between the University and the external environments in which it functions. Such planning must take into account changing global, national, and state trends; societal needs; public policy decisions; the plans of other universities in the state and region; and institutional strengths and weaknesses. An understanding of environmental conditions provides a realistic context for the formulation of internal goals and strategies.

Identifying the trends which will affect higher education in the 21st century is a task which challenges university leaders and public policy makers. 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 steady expansion of knowledge offer challenges to those who seek to anticipate and prepare for the needs of society. As a result, caution is prudent in forecasting the future, and care should be taken to avoid overemphasizing present customs and practices. Nonetheless, understanding the nature and implications of current trends is essential to those who have the responsibility of addressing the needs of society. Elected public officials and university leaders alike are obliged to examine the present and plan for the future and to work to incorporate in their institutions the values of adaptability and flexibility as well as appreciation of tradition and stability.

Among the many identifiable trends which will influence the nation and higher education in the coming decade, the following seem most significant for strategic planning at Indiana State University:

The Emergence of a Global Society

Population growth in the next generation will occur primarily in the developing nations of Africa, Asia, and Latin America. The population of the United States will grow more slowly and constitute a smaller percentage of the world's total. The internationalizing of technology and the work force is accelerating as markets become increasingly global and advances in communication erode national and cultural boundaries. The impact of population growth, increasing demands for natural resources, rising standards of living, and an expanding industrial technology will present ever-greater challenges to the world environment. American involvement in global politics and economic development will demand greater understanding of other cultures. American higher education also will attract an increasing number of students from nations around the world seeking knowledge, skills, and training.

For Indiana State University, these trends suggest that the undergraduate curriculum must incorporate an understanding of global economies, politics, environment, and cultures; that students must gain an appreciation of cultural diversity and of the changing relationship of the United States with other nations; and that the campus environment will reflect the influence of greater numbers of students from other nations seeking degrees. In short, the University's graduates must be prepared to live in a global society and work in a global economy.

The Changing Demographics of the American Population

Although the national birthrate will not increase in the foreseeable future, the makeup of the population will continue to change. African-Americans will constitute a larger percentage of the American people, and Hispanics

will become the largest ethnic group in the nation within the next two decades. The average age of the population will continue to rise. Dual-career and single-parent families will become the norm. The number of women in the work force will steadily increase.

These national demographic patterns will be evident in Indiana, but the rate of change will be more moderate. The birthrate in the state is expected to be lower than the national rate, the percentage of citizens above the age of 65 will be higher, ethnic diversification will occur more slowly, and the number of dual-career and single-parent families will increase but more slowly than they will nationally. The population of West Central Indiana is not likely to experience growth and so will decline to less than its current 10 percent of the state's population.

The implications of these trends for society and public policy must be incorporated into the University curriculum and will mandate expanded efforts to recruit an increasingly diverse student body, faculty, and staff to reflect more closely the educational needs of the nation. To increase enrollment, the University will have to attract more Hoosier students who reside beyond a 50-mile radius of Terre Haute.

The Shift from an Industrial to a Technologically Driven, Knowledge-Based Economy

The nature of work is changing in America, with manufacturing jobs experiencing limited growth; with high-skill, service, and government jobs increasing; and with life-long learning becoming an expectation of all workers. International competition, sophisticated technology, and the pressure to increase productivity will demand new organizational structures and management techniques.

In Indiana, a greater dependence on manufacturing and agriculture than is the case nationally will require more substantial restructuring of the economy. Hoosier per capita income and the accompanying generation of tax revenue, both below the national average, will have to improve. This will most likely be accomplished through the creation of additional high-skill industry as well as service and retail businesses. Levels of educational attainment, low in national comparisons, will have to increase to

prepare citizens for new kinds of employment to raise per capita income.

The University's curriculum must remain current with changing employment needs in the nation and the state. Many citizens who entered the work force directly from high school now will be entering post-secondary education, and more future high school graduates will continue their education. As a result, the number of first-generation college students enrolling in the University will increase. The expertness which will shape economic development in the future will largely be developed on the campuses of Indiana State University and public institutions like it.

The Change in Expectations of Public Education

The rising high school drop-out rate in the nation and the state will continue to contribute to high unemployment rates unless high school graduation rates improve. The high rate of functional illiteracy of high school graduates will produce a societal insistence upon improvement of public school graduates' language, mathematics, communication, and reading skills. The growing diversity of the nation's population will require significant changes in teaching and learning strategies throughout the public schools. Responding to the impact on children of changes in the makeup and roles of families will become a growing responsibility of the schools. Preparation of teachers for the public schools will be tied to expectations of greater accountability for student success.

In response to these trends, Indiana State University must give ongoing assessment to admissions criteria for recent high school graduates as well as those who seek to continue their education after a period of employment. Faculty consideration of alternative teaching and learning strategies will be essential as the student population comes to reflect changes occurring in the population generally. Support services and institutional procedures appropriate to new student populations will need to be developed and evaluated. The partnership between the School of Education and public schools in West Central Indiana will work toward the professional development of public school teachers and the development of strategies to assist public schools to respond to the changing expectations of society.

The Increasing Influence of Articulated Goals and Public Policy on Higher Education in Indiana

The State of Indiana has fewer citizens with college experience than all but two other states and fewer college-educated adults than the national average. Rates of participation in post-secondary education have increased in the last five years even with a decrease in the size of high school graduating classes in that period, but progress toward the national average has been slow.

The percentage of the state budget spent on higher education ranks in the upper half of the states, but the expenditure per capita on higher education ranks in the lower half. State revenues spent per student have declined in real dollars since 1975; student tuition rates have increased in real dollars during that time. Revenues available to meet public needs in the state are projected to remain level or increase slightly for the foreseeable future, and competing demands for governmental services will limit the state's ability to increase resources significantly for higher education.

The Indiana General Assembly and the Commission for Higher Education have articulated a series of statewide goals for public higher education which will guide state funding and university priorities through the remainder of this decade. Those goals include: increasing the participation of Hoosiers in post-secondary education; increasing minority student access to post-secondary education; improving rates of retention, progression, and degree completion among college students; linking state funding increases primarily to enrollment growth; expanding the delivery of degree programs statewide by means of distance education; imposing restraints on the cost of college education to students through limits on tuition increases and greater support of student financial aid; placing controls over the rising state debt incurred from new building construction and earmarking capital funds to maintain the state's investment in existing buildings; increasing emphasis on faculty productivity, evaluation of student performance, and cost effectiveness in university operations; and, in general, enlarging higher education's level of accountability.

As a public institution in the state of Indiana, Indiana State University will be required to address the statewide

goals set for higher education, to operate within the budget restraints set by the state, and to respond effectively to inquiries about its achievements, its policies, and its operation. Few aspects of the University can be expected to be exempt from external examination in the decade ahead.

The Increasing Expectations for University Assistance in Addressing National, State, and Regional Needs

American society has come increasingly to depend upon universities and their faculties for the development and application of knowledge. Progress in improving health care, prolonging life, reducing poverty, combating ills in urban and rural communities, ameliorating racial and cultural conflict, restoring the balance between human needs and environmental stability, elevating the quality of life, and meeting other societal needs will be possible only with the direct and continuing involvement of universities with society at large. University research and service are resources the nation must continue to cultivate and support during the next century.

Although the state's attention in recent years has been more on the University's role in economic development and the issue of student access to undergraduate programs, Indiana State will have increased opportunities to apply the faculty's expertise to regional, state, and national needs. Continuing development of that expertise, successful recruitment of well-qualified faculty in the years ahead, and expanded efforts to secure external funding through grants, contracts, and gifts will be essential responses to meeting these societal expectations.

Conclusion

Societal change is inevitable, and Indiana State University must evolve in response to that change. State resources will be constrained, and competition for those resources among universities, as well as between universities and other social agencies, will be intense. Public expectations of accountability will require universities to be more forthcoming in explaining what they do and how well they do it. In addition, cost effectiveness within the institution will be expected to generate resources to do more for society with limited additional support.

PART THREE

CHALLENGES TO THE 20TH CENTURY UNIVERSITY

The state university of the 20th century, especially since the end of the Second World War, has been charged by society with performing several distinct functions, not all of which have been readily compatible. It has been expected to educate ever-increasing numbers of students, initially those who continued on to baccalaureate programs directly from high school and, more recently, those who entered the work force after high school and later resumed their education as adults on a full- or part-time basis as well. The justification for expanding access to post-secondary education has largely centered on preparation for employment, which has given the baccalaureate and graduate degrees alike an increasingly vocational orientation.

The state university also has responded remarkably well to societal expectations for the expansion of knowledge through scholarship and published research. Through state funding of the state university budget, student tuition, federal and state financial aid, and public and private funding of research, society has contracted not only for the extension of the frontiers of knowledge through basic research but also for the aggregation, synthesis, and interpretation of knowledge for dissemination to the society. Public and private institutions and organizations alike have come to rely upon the generation of knowledge by university faculty.

A third societal expectation of the state university has been the contribution by faculty of their expertise to the improvement of society. Through grants, contracts, formal and informal agreements, professional consultation, technical assistance, conferences, workshops, and seminars, the state university has provided an ever-widening array of service to the external community. The reform of public education; the transfer of technology to production and communication; the sharing of laboratory research with

health providers, pharmaceutical companies, government agencies, manufacturers, and public interest groups; the application of new insights into human behavior to psychological practice, social analysis, and government policy; the infusion of creative expression in arts and letters throughout the culture; the challenges to thought and practice of cross-cultural analysis; and the impact on public policy of studies of poverty, racism, criminal behavior, and violence are only a few examples of the interaction between state university faculty and society at large.

The contract which society has had with the state university has been clear although not always explicit: in exchange for substantial public funding and the freedom to develop and disseminate knowledge, the state university educates students to be productive citizens and make the knowledge and expertise of its faculty available and accessible. In recent years, however, that contract has come under increasing scrutiny, in part because of its cost but also because of dissatisfaction with the state university's performance. The resulting challenge has brought into public view the tensions that its multiple expectations have created for the state university.

Commitment to expanding student access to post-secondary education has altered both the environment of the university and the character of undergraduate education. The mid-century's large institution of 10,000 undergraduates has become the mega-university of 30,000 or more four decades later. The relatively homogeneous student body of college-prepared, predominantly white, upper-middle class men and women intending to enter business and the professions has evolved toward a microcosm of the society generally, with a dramatic rise in first-generation college students who are more ethnically and culturally diverse and less prepared for the college expe-

rience and who range more widely in terms of age, expectation, commitment, and career goals.

To accommodate this growth, the state university expanded class size, added degree programs, enlarged campus facilities, employed more professional staff, and placed greater responsibility for under-class instruction on part-time faculty and graduate students. Although the total cost of such expansion increased significantly, the per-student cost declined and the efficiencies thus effected helped to support the expansion of other functions expected of the university. One result of this accommodation to growth was the application of principles of mass production to undergraduate education. This, in turn, led to a rise in student dissatisfaction with the educational experience and public doubt about the quality of its graduate. The proliferation of degree programs, the emphasis on preparation for work, the increase in specialization, and the de-emphasis of liberal education have increased disenchantment within and without the academy with the direction of the undergraduate experience.

The state university's commitment to research, although a direct response to public policy and public funding, began to have significant impact on the allocation of university resources and of time and effort of its faculty. Some types of research received direct funding from the state, federal agencies, or private foundations and organizations and thus did not necessarily require extensive university support, but the faculty's commitment to such projects often led to a reduction of their involvement in

instruction. Other research was undertaken in preparation for later external funding or at faculty and university expense because external resources were unavailable to support it. As research became an integral part of faculty professional activity, reappointment, tenure, and promotion often were tied to research productivity. In short, research productivity was woven into the fabric of university culture. The more productive the faculty became and the more important its research came to be to society, the more significant the research effort came to be in terms of institutional commitment. Success, then, was measurable, and societal benefit tangible. This situation, however, served to create a certain tension between this expectation and instructional responsibilities, especially given the increasing demands in the latter area caused by burgeoning student enrollments. Within this context, research and teaching were often portrayed, within the academy and without, not as complementary and mutually supportive but as competitive and exclusive. In recent years, dissatisfaction with undergraduate education has often been tied to what is perceived as the distracting and disruptive influence of the very research which society has demanded and funded.

The dissemination of faculty research and expertise to segments of society that could benefit directly from them also produced dissatisfaction with the university. Some of that dissatisfaction was similar to criticisms directed at faculty research: consulting off-campus took faculty away from their instructional tasks and gave economic incentives to consider on-campus responsibilities as secondary in their priorities. With the knowledge explosion of the second half of this century and the resultant increase in academic specialization and the splintering of disciplines into an ever-growing number of subdisciplines came questions regarding the adequacy of faculty service to meet certain expressed societal needs. As academic departments and specialized programs within departments divided and subdivided knowledge to better understand and expand it, communication among specialists and across department lines became increasingly difficult.



Consequently, the dramatic expansion of knowledge that resulted from its fragmentation and compartmentalization began to impede its application to the needs of society. Faculty specialists brought to complex societal problems the perspectives and specialized knowledge of their disciplines and subdisciplines, but the task of integrating, synthesizing, and applying knowledge from all relevant disciplines was increasingly beyond the interests or capabilities of these individual specialists. Those social, governmental, and private agencies that wished to utilize the extraordinary expertise resident within the state university to address societal problems or needs found it necessary to themselves integrate the research which the university's discipline-bound experts produced or to adopt the expedient of gathering teams of those experts to undertake collaborative efforts outside the university. In this context, faculty knowledge and expertise seemed to the layman to be precious and arcane and the state

university to be increasingly isolated from the real world and public utility. Academic experts, in their adherence to the rigors of their disciplinary training, seemed incapable of or uninterested in upholding the state university's contractual obligation to make their knowledge useful to society.

The stridency of recent public discussion concerning the state university and the accompanying insistence upon greater accountability and assessment of performance, while resting on the premise of the university's contract with society, reflect an absence of understanding and appreciation of the tensions among the several expectations which society has of the university. The state university now must confront the challenge of justifying and explaining its part of the contract, but to do so it must address the existing tensions among its functions, effect resolutions which are acceptable to the academy and society, and adopt strategic goals which reflect institutional and societal priorities.

PART FOUR

INDIANA STATE UNIVERSITY: ITS PAST AND ITS PRESENT

The societal expectations of the 20th century state university have shaped much of the development of Indiana State University. Since the middle of the century, ISU's enrollment has increased 400 percent. The curriculum has become comprehensive, with dozens of new degree programs at the baccalaureate and master's level and the introduction of doctoral-level study. Expanded scholarship, research, and grant productivity have been consistent with the professional expectations of university faculty. Faculty contributions resulting from their scholarly expertise have had significant impact on social, educational, economic, political, and cultural agencies and institutions throughout the Wabash Valley, the State of Indiana, the Midwest, and the nation.

These responses to societal expectations have produced within Indiana State University some of the tensions and stresses common to the 20th century state university nationwide, but during the past four decades, ISU has resisted several of the pressures which have transformed the state university in that time. Among public institutions in Indiana, Indiana State is well-positioned to respond to the challenges now being presented to higher education.

First of all, Indiana State, despite its substantial growth in enrollment, has continued to give high priority to undergraduate education for an increasingly diverse student population, and its educational philosophy rests upon providing individual attention to the respective academic needs of all of its students. The undergraduate student body is the most distinctive among the residential universities in the state. Many students are first-generation college students whose parents are employed as skilled, semi-skilled, or service workers. More than half of the students rely on some form of financial aid, and two-thirds plan to work during their college years to help meet the cost

of their education. A larger percentage of Indiana State undergraduates is housed in University residence halls than at any other public institution in the state, and a substantial percentage lives in the Wabash Valley and commutes to campus as full-time students. Although 86 percent of ISU undergraduates are Hoosiers, a significant cultural diversity exists with students from every county in Indiana, every state in the nation, 73 nations throughout the world, and a higher percentage of African-American students than is present at other public residential universities in Indiana. In the last generation, women students have become the majority, and the number of part-time and older students has gradually increased with the recent delivery of several degree programs through the technology of distance education and the implementation of initial articulation agreements with associate degree institutions.

Admission criteria have changed in the past eight years to ensure that entering students have a better opportunity to be successful. More than two-thirds of entering undergraduates are in the upper half of their graduating high school class. Those in the third quartile of their high school class whose academic record and test scores indicate college potential are given conditional admission and required to participate in a number of academic support activities designed to enhance their chance for success. Those in the bottom quartile are generally denied admission. To ensure the best possible attention to the needs of this student population, the University has configured its classroom, laboratory, and studio environments to emphasize small to medium-sized class enrollments for first-year students as well as upperclassmen. No course section on the campus enrolls as many as 225 students, and average class size for courses in the General Education Program ranges from 22 students in basic studies to 35 in liberal

studies. Reinforcing this emphasis on personal, quality instruction, the University has maintained a favorable faculty-student ratio; a continuing practice of assigning full-time, regular faculty to lower- as well as upper-division undergraduate courses; and a resistance to widespread use of graduate students as undergraduate instructors. The compact dimensions of the campus, unique to comprehensive public universities in the state, also reinforce the institution's intimate, attentive, and personalized approach to teaching.

Because a vast majority of ISU's undergraduate students are oriented toward career goals, their choices of degree programs are often shaped by employment opportunities. Yet the University has sustained and strengthened the general education curriculum central to all undergraduate programs. In its requirement of in-depth and broad study in the arts and humanities, the social and behavioral sciences, and the physical and mathematical sciences, General Education is designed to prepare students to assume the duties of responsible citizenship in a free society as well as to form the educational foundation of successful careers. The program also seeks to ensure that students attain acceptable competency levels in the fundamental skills of written communication, oral communication, critical thinking, and computation. In response to rapid enrollment growth and an increase in the number of first-generation college students, minorities, and older, part-time students, Indiana State has remained committed to its long-established philosophy of personalized undergraduate education on a campus of human dimensions rather than adopting the strategies of many other 20th century public universities: sprawling campus environments which rely on large undergraduate classes taught by part-time and graduate student instructors and an increase in admission standards as the primary means to control enrollment.

As a second example of a balanced institutional response to pressures confronting the 20th century state university, Indiana State has linked research to the entire spectrum of university education rather than primarily to graduate education. Faculty in all academic departments of the University, including those involved primarily in undergraduate instruction, regard scholarship as essential

to the mastery of their disciplines and the education of their students. Many undergraduates, as a result, have opportunities to become involved with faculty in research or creative projects of the kind that are reserved for graduate students in most large research universities.

The University also has encouraged in many of its academic disciplines an applied as well as a theoretical orientation to scholarship and research. Building upon the University's origins in the preparation of public school teachers, the School of Education has encouraged faculty and students to apply current theories of learning, pedagogy, and school organization toward the facilitation of improving public school education. The School of Technology has directed its attention to the transfer of technology to manufacturing processes and work force development. School of Business faculty have undertaken research on the insurance industry, public finance, information management, and small business development. A recent reorganization of the School of Nursing has elevated health promotion to equal status with health restoration and offers new directions in the delivery of health care. Faculty in the School of Health, Physical Education, and Recreation have undertaken research in health promotion and fitness, the prevention and rehabilitation of injuries, and environmental safety. Among the many faculty research interests in the College of Arts and Sciences are projects involving cell products technology and its societal implications, a wide range of environmental issues, gerontology, criminal justice, and ethics.

University faculty have achieved success as well in more traditional forms of scholarship, research, publica-



tion, and creative expression within their disciplines. The scholarly effort of faculty, however, has largely remained in balance with their other responsibilities and has been consistently incorporated in the undergraduate and graduate classroom, laboratory, and studio environment as well as presented to professional audiences in scholarly journals, books, and public performance. Research has not been pursued at the expense of instruction at Indiana State University.

The interdisciplinary and applied nature of faculty research has enabled Indiana State to meet a third societal challenge to the 20th century state university: the transfer of knowledge in a usable form to society. Many University faculty have embraced the professional model of service to society, and an increasing number have expressed an interest in working across disciplinary lines to develop integrated approaches to complex societal problems rather than restricting their research to narrow, specialized study. Institutional organizations such as the Center for Research and Management Services, the Technology Services Center, the Partners for Educational Progress, the Center for Remote Sensing and Geographic Information Services, the Interdisciplinary Center for Cell Products and Technologies, and the Blumberg Center for Interdisciplinary Research in Special Education have secured external funding for research grants, contracts to provide technical assistance and professional consultation, and training agreements with public and private agencies and companies. The School of Education's creation of Professional Development Schools gives evidence of the commitment of faculty to a collaborative relationship with public school teachers and administrators in pursuit of school improvement. Federal planning funds for new or renovated quarters for the physical sciences rested heavily on the commitment of the science departments to foster interdisciplinary education and research. The University's participation in Project 30 in support of collaboration between teacher education programs and the liberal studies disciplines in arts and sciences reflects faculty recognition of the interrelationship of professional studies and General Education. And faculty in the creative arts have consistently sought to foster community access to their exhibitions, concerts, and performances.

The multiple expectations which society has of Indiana State University do not always reinforce each other, and the University has been moved in multiple directions by the increase in size and diversity of student enrollments; by the relentless expansion of knowledge; by the influence of professional accreditation and certification agencies; by the interests of employers; by the social, economic, political, and cultural needs of citizenry; and by the professional and personal interests of its faculty and staff. The years ahead will require setting priorities, making choices among many valid and competing needs, retaining flexibility to respond to changing societal expectations, and responding to greater societal insistence upon assessment and accountability.

In sum, Indiana State University has become a distinctive institution during the last four decades, with characteristics, qualities, and values different from any other university in Indiana. It is an opportunity university, offering education to first-generation college students and those seeking to improve their lives. It fosters diversity, attracting students from throughout Indiana, the nation, and the world; a significant number of African-American students; and a majority of women. It emphasizes intimate, personalized instruction, with small classes, full-time faculty in the classroom, a compact campus, and a carefully nurtured sense of community. It values quality and excellence in its selection of faculty, its innovative General Education Program, its nationally accredited degree programs and its production of successful graduates. It encourages innovation with its careful balance of teaching and scholarship, its encouragement of undergraduate as well as graduate student research, its faculty commitment to applied as well as theoretical research, and its enthusiasm for interdisciplinary study. It also offers professional service to the community and society, honoring the contract which public universities have with the American people to contribute knowledge for their well-being. Indiana State University is prepared to respond more favorably to the nation's current challenge to the 20th century state university than many of its sister institutions, and its strategic planning process is put in place to provide the direction and the strategies to meet the challenges of the next century.

PART FIVE

INDIANA STATE UNIVERSITY STRATEGIC DIRECTIONS FOR THE 21ST CENTURY

A PROGRESSIVE PUBLIC UNIVERSITY

Defining the future course of Indiana State University requires a deliberate blending of the institution's established traditions, its present strengths, and its potential to respond to the future needs of society. The University should not attempt to become something entirely new, just as it cannot be content merely to perpetuate its past. Change must be balanced with continuity. The goals and strategies set forth in the following pages build upon what is now in place, enhancing, expanding upon, and augmenting the accomplishments and service that the University has provided to the citizens of Indiana for 128 years.

PLANNING ASSUMPTIONS

Among the many existing features of the University which underlie its foundation for the future, the following seem particularly worthy of remark:

- The present institutional mission, which has been approved by the Board of Trustees and confirmed by the Commission for Higher Education, enunciates the functions, responsibilities, roles, and scope appropriate for the university of the 21st century. Refinement, clarification, and shifts of emphasis will keep the mission statement current.
- Although new degree programs will be added and some existing degree programs will be discontinued, the existing range of programs at the associate, baccalaureate, master's, and doctoral levels will be generally maintained. The institution will continue to be a doctoral degree-granting university as that category is defined by the

Carnegie Corporation of New York and the United States Department of Education.

- Student enrollment—undergraduate and graduate, full-time and part-time, on-campus and off-campus, traditional and nontraditional age—will increase gradually during the next decade. Such growth will depend upon the recruitment of a greater number of recent high school graduates throughout the state, increased enrollments in selected graduate programs, and the expansion of opportunities for nontraditional students on campus and by distance education, but it will be managed so the academic character, educational philosophy, and campus environment of the institution will not be fundamentally altered.

- While recognizing the critical role of graduate education at a university, the education of full-time undergraduate students will continue to be the primary responsibility of the University, and the largest number of those students will live on campus or commute daily. Because only 10 percent of Indiana's high school graduates within any given year live within 50 miles of Terre Haute, special attention will be directed toward maintaining an attractive residential campus. Nontraditional students and students outside normal commuting distance will be served through outreach programs.

- The competitive position of the University among public institutions in the state will continue to rest upon its appeal as a comprehensive yet moderate-sized university, reflecting the breadth and quality of its programs, its physical compactness, and the personal attention its full-time faculty give students in small classes.

- While the primary emphasis will be on instruction, the responsibilities of faculty will continue to be divided among the three traditional categories of teaching, research/creative expression, and service.

- The resources available to the University from public revenues and student fees will likely remain stable or increase only slightly and thus be insufficient to keep pace with inflation during the remaining years of this century. Continued institutional development will depend upon the generation of additional funds from external sources as well as the allocation and reallocation of internal resources.

UNIVERSITY 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. The goals and strategies of this plan are intended to enhance these values.

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

- **Service.** The University long has been 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 society in general.

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

- **Innovation.** The University has sought to be creative and innovative in meeting the needs of its students, the faculty, and society through curriculum revision, scholarship, and the contribution of professional expertise to the larger community.

- **Excellence.** The University has encouraged students and faculty to excel in all they do by meeting rigorous professional and academic standards.

With this foundation, the University has the means and the intent to become a dynamic model of the 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 will not only make dramatic contributions to innovation and change in American higher education but they 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 will foster 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 new progressive public university will use its intellectual and human resources not simply to impart knowledge to students but to address the needs, inequities, and imbalances in our society. It will be a community of scholars that is externally focused; it will be "connected" with the outside world through cooperative endeavors and partnerships. The progressive public university will aggressively seek to serve the public interest and contribute to the quality of life in the state, the nation, and the world.

Knowledge is the fundamental material of the university, and its advancement, transmission, and application are the university's responsibilities. It will value a variety of scholarly endeavors. Faculty will be encouraged not only to extend the frontiers of knowledge through basic research, but also to facilitate its dissemination and application by society through innovative means of aggregation, synthesis, and interpretation.

The interactive quality of the progressive public university will be reflected in the dynamic connectivity among the various disciplines and fields of study. Multidisciplinary and interdisciplinary intellectual activity will be highly visible and valued in the life of this new progressive academic community. The interrelationship of knowledge will be manifested in the curriculum, the learning process, in scholarship, and in public 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.

STRATEGIC GOALS

The following strategic goals which will guide the University of the present toward the progressive public university of the future emerged from discussions in four strategic planning forums held on the campus in January and February 1993 and from initial drafts of strategic planning documents presented in March 1993 by the Schools, the College, the Library, and the Division of Continuing Education/Instructional Services. The strategies to accomplish these directions are illustrative.

Strategic Goal One. 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.

Indiana State University's philosophy of undergraduate education is firmly established and well-suited to address societal expectations of the state university of the 21st Century. But clarification, refinement, and improvement of undergraduate education are essential to the institution's stability, viability, and future success. In an environment characterized by limited public resources, the increasing diversity of students seeking access to higher education, the necessity of containing the cost of college attendance, the demand for measuring the effectiveness of teaching and learning, and the growing insistence on cost effectiveness in the expenditure of public funds, Indiana State must satisfy itself, its students, and society that its delivery of undergraduate instruction achieves the full realization of its educational goals. To this end, the University will explore the following strategies:

- Review and refine admissions standards to ensure that enrolled students will perform successfully in the classroom.
- Design and implement a first-year student experience which will introduce entering students to the community of learning and prepare them fully to realize their talents and abilities.
- Ensure that teaching and learning throughout the curriculum are adapted to an educational environment characterized by small to moderate-size classes; experienced, full-time faculty; and personalized instruction which is responsive to diverse student learning styles.
- Incorporate in the instructional effort new, innovative forms of technology which will enhance, expand, and complement traditional classroom teaching through the creation of a Teaching and Learning Center.
- Improve incentives for and recognition of teaching excellence throughout the curriculum.
- Conduct a comprehensive evaluation of the effectiveness and coherence of the General Education Program.
- Review all existing undergraduate programs for the purpose of identifying those which should be enhanced, consolidated, or discontinued.
- Devise and implement the means to assess students' achievement throughout their academic careers.
- Provide academic support services which will assist qualified students in improving their academic performance.
- Undertake a comprehensive effort to improve the academic advisement of all students. Advisement must not only be accurate but convey the goals of General Education and the academic coherence of the major.
- Enhance the academic and social climate of the campus through the recruitment of faculty, staff, and students from underrepresented cultural and ethnic groups and through the active promotion of support for and appreciation of cultural and ethnic diversity.
- Enhance the quality of campus life through the effective integration of academic and social experiences of residential and commuter students.
- Commit the University community to the principle of service to students.

The full realization of the benefits of Indiana State University's distinctive philosophy of undergraduate education will improve the academic success of students, expand the appeal of the institution to prospective students, increase the University's academic reputation, enhance the career opportunities of the University's graduates, and broaden the University's base of financial support by the government and citizens of Indiana.

Strategic Goal Two. 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.

The task of clarifying, refining and enhancing graduate education is no less important to the Indiana State University of the future than is the task of enhancing undergraduate education. Student interest in graduate degree programs, the faculty's evaluation of the quality of those programs, the University resources required by the programs, the graduate education plans at other universities in Indiana, the state's commitment to funding graduate education generally, and society's need for graduates of the programs must be taken into consideration in assessing current Indiana State University's graduate offerings and in planning future program development.

Indiana State's graduate programs should be distinguished less by their scope and number and more by the fact they respond to demonstrated societal needs, are innovative in approach, and reflect a commitment to excellence.

To enable the University to reach decisions on the directions it should take in graduate education:

- The deans of the College of Arts and Sciences and the Schools of Graduate Study; Business; Education; Health, Physical Education, and Recreation; Nursing; and Technology, working with their graduate faculties and the Graduate Council, will develop and apply criteria for measuring the quality and appeal of their graduate degree programs and to establish priorities for supporting excellence in graduate education.

- The deans will be asked to review all existing graduate programs for the purpose of identifying those which should be enhanced, consolidated, or discontinued.
- Academic departments will develop new doctoral programs and innovative master's programs in a select number of disciplines.

Strategic Goal Three. Service to the New Clienteles

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

The demand for university instruction by previously underserved populations and the availability of new technology to deliver that instruction in an ever-widening array of media mandate that institutional policies, attitudes, and curricular offerings be responsive to place-bound, part-time, and adult learners. To address that need, the University will seek to serve students through extended on-campus scheduling and distance education statewide. Deans and faculty will pursue the following strategies consistent with their defined School/College missions and goals:

- Facilitate greater access to baccalaureate and graduate programs for non-traditional students through the transfer of credit, evaluation of experience, and articulation with associate degree-granting institutions.
- Develop and expand late afternoon, evening, weekend, and short-term courses and programs on campus during the academic year and the summer and provide campus services at hours convenient to students enrolled in them.
- Develop a wider range of courses and programs to be delivered by distance education throughout the state and beyond, expand institutional capabilities to deliver them, and assist faculty in adapting their materials and teaching styles for this mode of instruction.
- Explore new, non-degree curricular responses to the professional needs of employed students, including individualized course sequences, enhancement of technical skills, and preparation for professional certification.
- Review the implications of distance education to existing residency requirements, credit transfer policies, and academic expectations developed for traditional campus classroom environments.

- Devise promotion and recruitment strategies to support expanded course and program offerings for part-time and off-campus students.

There is little doubt that society will expect its public universities to educate an increasing number of all its citizens in the years ahead. It is incumbent upon Indiana State University to identify which of its programs it will make available to those citizens and through what means.

Strategic Goal Four. Expansion of Knowledge

ISU will 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.

Faculty research and scholarship, vital to undergraduate and graduate education, is also deserving of more careful definition and evaluation. The nature and form of scholarly effort can vary widely from discipline to discipline, reflecting not only disciplinary expectations but faculty interest and the needs of society. Critics of the 20th century state university, within academia and beyond, have portrayed instruction and research as competitors for the attention and energies of the faculty. What constitutes appropriate scholarly effort and how it is to be balanced with instructional effort are issues central to many of the goals and strategies established for Indiana State University in this document. To this end, Indiana State will:

- Engage the School/College faculties and the deans in the careful definitions of scholarship and research/creative expression appropriate to disciplinary and interdisciplinary work and to contributions to professional and societal goals.
- Implement programs, policies, and services that will foster faculty and student scholarship.
- Explore the establishment of “centers of distinctiveness” that incorporate scholarship with the dissemination and application of knowledge at high levels of excellence.

Strategic Goal Five. 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. To the University's primary task of educating students to assume productive roles in society has been added the responsibility to transfer faculty knowledge, expertise, and creativity to the public and private sectors in the Wabash Valley, the state, and the nation. Such contributions by the faculty were, until recently, made largely on an informal and voluntary basis in response to individual requests for information and assistance. But an increasingly complex and technically oriented society's ever-greater reliance on expertise, which is often available only on university campuses, has produced an interest in more extensive and formal partnerships with the institution. This has increased to the extent that the leaders of the region and state now publicly acknowledge that the vitality of the economy and the society depend upon interaction with Indiana State faculty. To fulfill the obligation now incumbent upon it, Indiana State University commits to the following strategies:

- Establish or expand partnerships with agencies, institutions and organizations to provide interdisciplinary, collaborative research, technical assistance, policy analysis, in-service training, and consultation in such fields as:
 - public school improvement and professional development;
 - pharmaceuticals, cell product engineering, and bio-technology;
 - technology transfer in industry and manufacturing;
 - development of small- and medium-sized businesses;
 - a wide range of environmental fields, including waste management; resource conservation, utilization, and management; and pollution control;
 - regional and state economic development;
 - public service careers such as corrections, law enforcement, criminal justice, and fire science;
 - improved and alternative health care delivery systems, especially for rural populations.
- Develop a consortium of higher education institutions in West Central Indiana which collectively will provide

the educational, research, and public services that these institutions are less able to offer individually. Rose-Hulman Institute of Technology, St. Mary-of-the-Woods College, Indiana Vocational and Technical College, Vincennes University, the Indiana University Center for Medical Education, and the Purdue University Extension Center have undertaken partnerships with Indiana State University on specific projects in the past such as sharing access to library information resources of regional and statewide colleges and universities. These institutions have, in a consortium arrangement, significant potential to generate greater funding from external sources and to facilitate expanded faculty collaboration on a wide range of projects of benefit to the citizens of the region.

- Expand the number of faculty and student internships in public and private agencies and organizations and of co-op opportunities for students in their major fields. Interaction can increase understanding between the University and work environments and thus exert a positive influence on education and society.

- Expand the University partnership with the community of Terre Haute and the Wabash Valley through cooperative relationships intended to advance the economic, social, and cultural well-being of the area. Although the University has a state and national mission, it has a special responsibility to support and enhance the immediate community in which it is located. Assistance to small businesses and support for agencies of local and regional

government are vital to the interests of the University and the community alike.

- Seek external funding in grants and contracts to support existing University centers and to develop new centers which support the University's interactions with society. The Center for Research and Management Services and the associated Small Business Development Center, the Technology Services Center, the Center for Remote Sensing and Geographic Information Systems, the Interdisciplinary Center for Cell Products and Technologies, the Center for Governmental Services, the Blumberg Center for Interdisciplinary Research in Special Education, the Partners for Educational Progress, and the Sycamore Nursing Center are University-funded offices which facilitate and support faculty work with a variety of public and private organizations and agencies. Their contributions and the contributions of other units yet to be created can be enhanced significantly with increased support from those in the society who benefit from them.

University faculty possess expertise and knowledge in a wide range of fields and disciplines that are of enormous potential benefit to the community, the region, the state, and the nation. Given appropriate support and encouragement, the integration and synthesis of knowledge and the application of expertise to the needs of the society are possible for Indiana State University and vital to the nation's future.



Strategic Goal Six. Enhancement and Advocacy of Multicultural and International Values

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

To ensure that the University community gains a greater appreciation of cultural and ethnic diversity in the nation and of the changing relationship of the United States with other nations, the University must seek to expand cultural diversity among students, faculty, and staff, and incorporate into the curriculum, research, and campus life an understanding of global econo-

mies, politics, environment, and cultures. To these ends, the University will:

- Improve the recruitment and retention of students, faculty, and staff from groups that historically have been under-represented in American and Indiana higher education.
- Encourage and support the inclusion of multicultural perspectives in academic programs and campus life activities.
- Expand instructional support, advising, and retention services for students of diverse cultural backgrounds.
- Implement in-service programs for University personnel which promote cross-cultural communication and relations.
- Foster campus values, norms, and conduct which increase the sense of community among all members of the University community.
- Strengthen the international focus of the curriculum through the recruitment of faculty with international expertise and establish workshops for enhancing international awareness of current faculty.
- Strengthen faculty and student exchange opportunities with universities in other nations.
- Encourage students to acquire foreign language facility and to participate in a study abroad program.
- Work with leaders of student organizations to build networks between international students and other campus organizations.
- Participate in statewide initiatives that emphasize expansion of economic, cultural, and social ties with such nations as Mexico, Canada, and Japan.

The development of distinctive undergraduate experience at Indiana State University must provide opportunities for increased attention to issues of diversity, new pedagogues which permit collaborative learning in the classroom, and increased interaction among all faculty, students, and staff. It is through the enhancement and awareness of ethnic, cultural, and international values that Indiana State University will more vigorously fulfill its commitment to academic excellence and equal educational opportunity. This effort in turn will foster a greater sense of shared community among all of its constituencies.

Strategic Goal Seven. 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 General Education disciplines as preparation for citizenship as well as upon a mastery of knowledge in the major discipline. Increasingly, however, the world of work has come to require collaborative effort and an integration of knowledge across disciplinary and subdisciplinary lines. Societal needs, as well as job performance, dictate an understanding of the interrelatedness of ideas, processes, and actions. The conventional expectations of the University curriculum—that faculty will teach their specialized knowledge in discrete courses and students will integrate that knowledge independently—are now legitimately being called into question. Similarly, the assumption that specialized research produced by University faculty will be assimilated, integrated, and applied by non-academic generalists to larger issues and problems in society has been challenged. The integration, assimilation, and application of specialized knowledge must be undertaken by faculty of the progressive public university and incorporated in their teaching as well as their research.

Indiana State University faculty members give substantial indication of their willingness to expand their involvement in interdisciplinary course offerings, research, and service to society. The strategic plans of the Schools and the College include many references to such interest, and the University now must undertake a concerted effort to stimulate, encourage, and support that development. To that end, the University will:

- Encourage formal and informal relationships among faculty to pursue interdisciplinary connections in existing undergraduate and graduate courses, programs, and research projects.
- Give priority to the development of new and strengthening of existing interdisciplinary, multidisciplinary courses and degree programs such as international business, computer integrated manufacturing and business, corrections and law enforcement, several allied health fields, international and cross-cultural studies, women and gender studies, gerontology, bio-technology, problems of rural

America, environmental studies, ecology and conservation science, and health psychology. Many of these programs can be developed by current faculty by integrating courses in existing programs.

- Address the organizational impediments to collaborative work across disciplines, and facilitate, encourage, and reward such effort.
- Seek external funding in support of curricular innovation, scholarship, and collaborative centers in interdisciplinary fields.
- Encourage students to pursue double majors and minors and to spend one or two semesters in study abroad programs.

Although the integration of knowledge by faculty and students runs counter to century-long trends in academic instruction and scholarship, Indiana State University seems poised intellectually and organizationally to undertake the task. The strategies outlined above can move the institution toward a goal which will work to its advantage and to the benefit of the society at large.

Strategic Goal Eight. 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 as an important element of its educational function a wide range of intellectual, artistic, and creative performance. In recognition of its unique responsibility to foster and promote intellectual and artistic creativity in the larger community, the University has sought to include the citizens of the Wabash Valley and the state in its cultural community, and

has contributed to the support of city and area organizations sponsoring creative effort. In furtherance of this commitment, the University will:

- Stimulate intellectual discussions through the University Speakers Series, the Michael M. Williamson Memorial Residency/Lecture Series, the Provost Minority Visiting Scholars Program, the Annual Pan-African Conference, the Schick Lecture Series, and other forums for the expression and evaluation of ideas.
- Sustain and enhance on-campus support of the arts such as the University Convocation Series, the Contemporary Music Festival, Department of Theater productions and SummerStage, student and faculty recitals and exhibits, Turman Gallery exhibits, Hulman Center concerts, ISU Friends of Jazz concerts, Afro-American Cultural Center exhibits and performances, the Ebony Majestic Choir, and state, regional and national conferences.
- Expand its partnerships with such local and area cultural organizations as Arts Illiana, the Terre Haute Symphony, the Sheldon Swope Art Museum, and the Vigo County Library. The University will seek especially to encourage the building of a greater appreciation for the arts and creative expression in the larger community through participation of events both on the campus and throughout the Wabash Valley.
- Seek expanded funding of artistic, literary, and creative expression through collaborative proposals among University departments and with local organizations to such agencies as the Indiana and National Endowments for the Arts and the Humanities, the Lilly Endowment, and private charitable foundations.
- Display art and ISU history throughout the campus to enhance the aesthetics of the academic community.

PART SIX

YEAR TWO: IMPLEMENTATION OF THE STRATEGIC PLAN

During the period from January to July, 1994, the President will discuss the completed University Strategic Plan with the Board of Trustees and will distribute copies of it to the campus. The Provost will begin implementation of selected academic initiatives in support of the strategic goals. By mid-March the academic deans will present to the Provost for his review and for discussion with the vice presidents and the Deans Council revisions of their initial School/College strategic plans. These revised plans will reflect the comments and suggestions provided by the President and Provost and will address the strategic goals in the adopted University plan. In their annual reports, the deans will present to the Provost for his review their accomplishments to date as well as their priorities for implementation of their plans for the 1994-95 academic year. The Provost and vice presidents will provide the President with progress reports on activities in their administrative units which support the strategic goals of the University. During the spring and summer of 1994, the University Plan and the School/College plans will inform



the preparation of the institutional biennial budget request for 1995-97.

During the fall semester, 1994, the Provost, the vice presidents, and the deans will complete for campus review and implementation the Academic Master Plan, the Physical Facilities Plan, the Student Life Plan, the Institutional Development Plan, and the University Enrollment Plan.

CRITERIA FOR SELECTING ACADEMIC INITIATIVES

Implementation of the strategic goals during a time of constrained resources will require the University to select carefully the activities to which it gives immediate support. During the next several years, the initiatives which best reflect the following criteria will receive highest institutional priority for reallocation of faculty, staff, and financial resources:

- Central to the mission of the University;
- Consistent with one or more of the University's strategic goals;
- Performed at a high level of quality and result in increased state, national and international recognition and prominence;
- Developed in response to demonstrable societal or environmental needs and built on existing institutional strengths;
- Capable of attracting external financial support;
- Internally coherent, thereby contributing to the fulfillment of multiple University missions;
- Internally interactive, resulting in interorganizational and multidisciplinary activities;

- Financially feasible and responsible; and,
- Likely to produce measurable outcomes and have a high positive impact on both the campus and external communities.

ACADEMIC INITIATIVES IN SUPPORT OF STRATEGIC GOALS

The planning conferences, forums, and academic unit strategic planning documents have proposed a number of initiatives to begin the implementation of the strategic goals. The Provost reports the following initiatives are under development or under way:

Initiative 1. Revision of University Statements of Mission and Vision

The President will initiate a campus process for review and revision of the University Mission Statement and approval by the Board of Trustees. The revised statement will incorporate the goals of the Strategic Plan and will reflect the format established by the Commission for Higher Education. An accompanying statement of institutional vision, consistent with the Strategic Plan, will also be developed to identify long-term institutional goals and aspirations.

Initiative 2. Development of the Academic Master Plan

The Provost will work during the next twelve months with deans, department chairpersons, and departments, School/College, and University curriculum committees to prepare an Academic Master Plan which will address future academic priorities, strategies for resource allocation and reallocation, staffing plans, and administration reorganization for the University and for each of the academic units. To enable the University to remain current with the expansion of knowledge, changing student interests, and employer needs, a central feature of the plan will be an Academic Program Plan which will identify new degree programs and courses to be developed, existing programs to be revised, and programs to be consolidated, curtailed, or discontinued.

Initiative 3. Enrollment Planning and Management

The Provost is currently discussing with the Deans Council and the vice presidents the feasibility of establishing in the spring semester a University-wide Enrollment Planning Team to develop a University Enrollment Plan. The goal of the plan will be to ensure during the current decade a student enrollment sufficient to support the academic program base, to provide sound financial support, and to serve the needs of the region, state and nation. Each of the Schools and the College will address enrollment planning and management issues such as student recruitment and retention in their strategic plans.

Student recruitment for the current year was enhanced by the addition of \$100,000 to graduate assistant stipends. \$50,000 has been added to the base budget in support of recruitment efforts with special emphasis on under-represented and/or high ability students. The undergraduate scholarship program is under review, as is the graduate student stipend and fee remission program.

Significant progress in negotiations with IVTC for program articulation with ISU has been made during the current year, and completion of a comprehensive agreement between the two institutions is expected in 1994.

The Dean of Continuing Education/Instructional Services has been charged by the Provost to work with School/College deans to review and revise the summer school courses to expand service to previously unserved student groups.

Initiative 4. Enhancement of Undergraduate Education

The Director of Admissions has been appointed to chair the First-Year Student Experience Committee, charged by the Provost to develop strategies for introducing entering students more effectively to the community of learning and for preparing them fully to realize their talents and abilities.

The University-wide Advisement Coordinators Committee, chaired by the Registrar, has been charged by the Provost to conduct a comprehensive evaluation of the advisement system before the end of the spring semester. The Director of Student Academic Services will conduct student surveys and interviews to gain student perspectives, and other members of the committee will collect

information from faculty, staff, and administrators. The registrar has been charged by the Provost to chair a small task force to develop a system for faculty advisers to enroll their advisees in classes through faculty office computers.

Several offices which provide advising and support services to select groups of the first- and second-year students have been consolidated at the beginning of this year in the Office of Student Academic Services and will be located in a single, integrated office complex in Gillum Hall before the end of the current year.

The Provost has charged the Deans of business, education, and graduate studies to work with members of the School of Graduate Studies committee on interdisciplinary education and members of Project 30 to plan a forum during the spring semester which will identify the enablers and inhibitors influencing the delivery of interdisciplinary education on the campus.

An International Business Concentration offered by the School of Business and the College of Arts and Sciences was approved in 1993; a Biomedical Electronics Technology program in the School of Technology and the College of Arts and Sciences has recently been approved.

In support of multicultural and international values on campus, a steering committee for infusing cultural diversity into the curriculum has been established and funded to support faculty participation in the project; the University Speakers Series has focused on enhancing diversity on campus in this year's program; a set of procedures for extending invitations to visiting scholars has been developed; faculty have conducted research and given scholarly presentations in Africa, China, and India last summer; and the Provost and the Deans Council announced in the fall the implementation of a Minority Scholars Speakers Program.

Initiative 5. Faculty and Staff Development

A Teaching and Learning Center is being created with \$100,000 in base-budget funding earmarked for the center. The Provost has appointed a steering committee to recommend during the spring semester a plan for the design, development, and implementation of the center.

The University has applied for an Association of American Colleges Faculty Development and Curriculum Transformation Grant.

A group of faculty, administrators, and support staff attended the Educating One-Third of a Nation Conference and will share with the campus plans for incorporating multicultural perspectives in the curriculum and in University operation.

The Vice President and Secretary of the University, together with the Vice President for Student Affairs, has introduced the staff development programs *Connections* and *Legendary Service*. Under the direction of Human Resources, development and implementation of a comprehensive plan for staff development will be undertaken in 1994.

An expanded recognition of contributions to the University, to the community, and to the professional world will be implemented to enhance the service of faculty and staff and to reward their outstanding performance.

Initiative 6. Academic Resources Development

In a response to a charge by the Provost, the Dean of Graduate Studies has established a task force of successful university grant recipients to prepare by January a report which will identify campus enablers and inhibitors to developing grant proposals. A new position in the Office of Research has been authorized to enhance assistance to faculty in the preparation of successful grant proposals. The Provost will discuss with the Dean of Graduate Studies and her task force additional ways to support development of additional external academic resources.

Initiative 7. Assessment of Institutional Effectiveness

The General Education Program Review Committee, chaired by the Director of General Education, is conducting a comprehensive review and evaluation of the general education program. A report of the committee's work will be submitted during the spring semester.

The Provost will appoint a program committee to work with the University Conference Center to plan for spring, 1994, a campus conference on academic assessment to draw upon the expertise which a number of faculty have acquired at national workshops and conferences on the subject.

The existing institutional system of degree program review will be reviewed and revised during the next calendar year.

The Provost and the Vice President for Planning and Budgets are working in concert to institute assessment and measurement of academic and administrative effort. A University information management system which will support resource allocation and reallocation and reports on faculty workload and productivity, scholarly research, and public service is being developed by the Office of the Provost, the newly-appointed Director of Planning and Institutional Analysis, and a newly-created Advisory Committee for Institutional Analysis composed of two deans, two department chairpersons, two members of the Faculty Senate, and representatives from the Offices of the Provost and each vice president. A comparable information management system is being created to evaluate administrative services.

The Provost and the Director of University Planning and Institutional Analysis will study the feasibility for reinstating the National Student Satisfaction Survey or explore other means of assessing student attitudes toward their educational experience.

Initiative 8. Consolidation of Campus Computing and Information Services

The Board of Trustees recently approved the President's plan for consolidating computing services and telecommunications under the Dean of Libraries who now holds the

additional title of Associate Vice President for Information Services in the Office of Academic Affairs.

The Associate Vice President for Information Services and Dean of Libraries has been charged by the Provost to conduct an assessment of Computing Services and Facilities and propose a plan for the reorganization of these services. The President has made \$2,000,000 in one-time moneys available for improvement and enhancement of computing in support of teaching, learning, and scholarship during the current academic year.

Additional advances in computing include the opening of the recently-completed Student Computing Complex and the implementation of a multiple-year, multi-million dollar program to improve institutional computing hardware and software under the oversight of a newly-formed Committee for Administrative Software and Hardware.

SCHOOL/COLLEGE PLANNING

Initiative 9. Revision of School/College Strategic Plans

The revised strategic plans of the Schools and the College will be submitted by the deans to the Provost in mid-March and will address the following topics:

- The University Strategic Plan: contributions each academic unit will make to each of the eight strategic goals.
 - Institutional resources: strategies of reallocation, redeployment of faculty resources, consolidation of structure and services, and external fund development for meeting unit goals and priorities in a period of financial constraints and stable or declining staffing and budgets.
 - Academic programs: new programs to be proposed for development and the sources of funds to support them; existing programs to be developed as "areas of distinctiveness" and the extent and source of supporting resources necessary; existing programs likely to experience little change in the near future; and existing programs which should be consolidated, contracted, or eliminated.
 - Student services: plans to support student learning and growth, retention, and gradua-



tion, particularly the enhancement of the first year experience, the improvement of academic advising, and the assessment of student learning.

- Faculty development: plans for supporting faculty growth and development in teaching, scholarship, and public service.

Following the Provost's review of the School/College plans and their discussion by the vice presidents and the Deans' Council, the deans will develop priorities for implementation of the plans in the 1994-95 academic year.

ACADEMIC SUPPORT INITIATIVES

Other initiatives which complement and support implementation of the strategic goals are the responsibility of vice presidents and their staffs who report the following initiatives and actions currently under development or under way:

Initiative 10. Institutional Marketing and Image Promotion

A coordinated Institutional Development Plan is being designed with faculty, administrative, and student participation to promote and market the University. Particular emphasis will be placed upon adopting a coherent plan to sustain this effort across a number of constituencies including potential students, alumni, friends, parents, opinion leaders, news sources, and coordinating and legislative bodies.

Initiative 11. Institutional Resource Development

Financial Planning: Vice Presidents for Business Affairs, University Advancement, and Planning and Budgets. Financial planning models using national university benchmarks are being

identified and are currently being utilized to support a soundly managed economic future for the University. Faculty, alumni, students, and friends will be engaged in this important process of analysis to ensure their understanding and support of efforts necessary to provide for the financial future.

Fund Development: Vice President for University Advancement. The Indiana State University Foundation Board has adopted a plan which revises its mission, its articles of incorporation, and its bylaws to enhance the Foundation's generation of funds from private sources in support of the University. Increases in annual giving, capital giving, and planned/deferred giving programs will sustain existing academic programs, allow for the establishment of new programs consistent with the mission of the University, support student scholarships, and upgrade academic equipment and facilities.

Initiative 12. Student Life and Residential Life Plan

It is essential to the enrollment, academic, and financial futures of the University to maintain the most attractive and needs-based residential climate. The Division of Student Affairs has initiated a broad spectrum of activities which seek to address the physical condition of the residence halls, enhance personal safety on the campus, augment



student health and career services, expand connections between the classroom and student campus organizations, and enhance student programming in the Student Union, Student Life, and Residential Life.

A long-range Residential Life Facilities Plan is being developed to identify programmatic and facility needs and directions of campus housing over the next 20 years. An architectural firm has been selected to provide analysis and technical expertise for potential renovation and facility development projects.

An escort program has been developed and implemented by the Office of Safety and Security to enhance personal safety on the campus.

A study is underway to examine the option of contracting for all student health services. The inclusion of faculty and staff in the health promotion program is being examined.

The Career Center is coordinating on- and off-campus employment opportunities for students, expanding co-op and internship experiences for students, integrating student employment with student career development, and addressing career development issues in the classrooms of various academic departments.

Programming initiatives under way in Student Life, Residential Life, the Student Union Board, the Afro-American Cultural Center, Women's Resource Center, and International Student Services include cooperative participation with the General Education in Action Committee, involvement in the First-Year Student Experience Committee, and the development of programs to: encourage faculty and student interaction in the residence halls, integrate academic and social experiences in Student Life and the Student Union, address issues of multiculturalism and diversity on campus and in the society, and expand involvement of international and commuter students in campus life.

Community initiatives include the delivery of programs to public schools and agencies by Student Health Promotion and Peer Health Facilitators, and the providing of leadership training, programs, and workshops to regional public schools and agencies by students of the Leadership Task Force.

The Office of International Student Services is exploring ways and means of intensifying recruitment of addi-

tional international students and developing expanding fund raising development and alumni relations with international graduates of the University.

Student Life is developing plans for revising the student conduct system to expand the use of educational sanctions and community service.

Intercollegiate Athletics has instituted plans for compliance with gender equity requirements in athletics.

Initiative 13. Facilities Master Plan Revision

The University Facilities Master Plan, adopted by the Board of Trustees in 1986, is now being reviewed and updated to address the needs of the University into the next century. Phase II of the plan is guided by the following goals:

- To facilitate and enhance the academic mission of the University. Academic functions will be centrally located on campus. New buildings to meet current and developing programs will be identified. Remote campus locations will be evaluated to ensure accommodation of academic programs, continuing education, professional development activities, and economic advancement programs.

- To improve the physical ambiance and quality of campus life. Pedestrian linkages among campus functions will be emphasized. Campus traffic patterns will be altered to reduce the impact of automobiles by closing selected streets and placing parking on the perimeter. Campus accessibility and safety in compliance with federal and state regulations will be improved. Recreation and athletic facilities will be developed on the perimeter of the campus.

- To establish stronger lines of physical integrity and cohesiveness of the campus. Planning will identify the most efficient use of existing buildings. Existing buildings which are outdated or economically unadaptable to future program needs will be razed. Use patterns which enhance natural affinities among academic, administrative, and student activities will be reinforced. Existing boundaries of the main campus will receive continuing assessment to determine long-range land needs.

- To strengthen the student sense of campus culture and community. Residence hall facilities will be updated to enhance the residential nature of the campus. (See Academic Support Initiative on page 28.)

- To enhance the internal and external aesthetics and ambiance of the campus. Art and records of the University's history will be selected and displayed throughout the campus.

When completed, Phase II will incorporate recommendations for facilities improvements from academic and administrative units and will be reviewed and revised on a regular basis in the future by appropriate university groups to ensure it complements the other planning processes of the University.

Initiative 14. Improvement of the Effectiveness and Efficiency of University Operations

To encourage the most prudent use of scarce University resources and to improve University services, an Administrative Cost Review, Quality Analysis and Continuous Improvement Task Force has been created. The goals of the Task Force are:

- To enhance services to students.
- To increase administrative productivity.

- To contain university costs.
- To recognize individuals who contribute to quality functioning of the University.

The Task Force has broad representation from the campus and will focus on facilities, utilities, craft services, technical services, administrative services, financial services, and human resources. It will design a system to routinely monitor, measure, and identify savings which may be reallocated to more pressing academic and administrative needs of the University.

FUTURE REVIEW AND EVALUATION OF THE STRATEGIC PLAN

The Strategic Plan will receive campus review, evaluation of progress achieved on the goals and initiatives, and modification as circumstances warrant during the even-numbered years of each biennium.



Indiana State
University