



PRESIDENT'S LETTER

JOHN W. MOORE

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Dear Colleagues:

If Indiana State University is to retain its integrity and vitality as an institution of higher education and strengthen its ability to serve the citizens of Indiana, we must anticipate the future and identify the opportunities it will present to us. In the process, we also must determine how we will take advantage of these opportunities by using our resources in ways that will provide maximum benefit to our various and wide-ranging constituencies.

One of the most effective means for achieving these goals is strategic planning.

Strategic planning is a process by which Indiana State can effectively and efficiently marshal and employ its resources to afford the maximum support to adopted policies and directions. Essentially, a strategic planning process seeks to establish the following:

- What we are.
- What we want to be.
- How we will accomplish our goals given our resources.

Accordingly, the process contains elements of self-examination, forecasting, and goal-setting. Ultimately, what will emerge from the process will be strategic directions that will mark a course for the University of the present toward becoming the progressive public university of the future that we envision it to be.

The strategic planning process at ISU

In a sense, the strategic planning process at Indiana State began before my arrival on campus when I corresponded with faculty members, administrators, and staff and asked them to share their views on the relative strengths and distinctive characteristics of the University. Also, I asked them to share with me their aspirations for the University.

The next step in the process was the establishment of the President's Planning and Resources Council. This body, which includes representation from all segments of the campus community, serves in an advisory role on the subjects of the University's strategic and operational planning processes.

In order to provide a means for conducting relevant analytical studies, the Office of Planning and Research was established. This office is now part of the Division of Planning and Budgets.

A Strategic Planning Conference was held in mid-January to which we invited faculty, staff, students, trustees, elected officials, and community leaders. In this way we were able to get input into the planning process from a wide array of viewpoints and perspectives.

Other planning forums held in February 1993 brought additional feedback from faculty, students, and staff. During the spring, the Schools, the College, and all administrative units were asked to establish planning processes appropriate to their needs and respective governance systems.

Several principles have guided us through all of these planning exercises.

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First, we have sought a plan that is broader in scope than a simple compilation of the plans of the institution's individual units. Second, we wanted a plan that reflected the creative thinking of a cross section of the University community as well as external perspectives from the community. Third, we have tried to identify strategic directions that build on the distinctive strengths of ISU and that are responsive to the needs of the citizens we serve. Fourth, we developed a philosophy of resource allocation and reallocation that would encourage efficiencies and economies to produce short- and long-term financial advantage to the University. Fifth, we defined competitive and marketable advantages that reflected the strengths and distinctiveness of the institution. Finally, we pursued a plan that would have measurable results that could and would be regularly reported to the University community and to public agencies and the citizens of Indiana.

The draft report

An important result of our strategic planning process has been the preparation of a preliminary strategic planning report. A draft of the report is currently under discussion across the campus and will be finalized later this semester. To date, presentations of the draft report have been made to the Board of Trustees, the Alumni Council, the senior administrators, the Student Government Association, the ISU Foundation Board, and the Office Personnel Council.

As it stands, the draft report is organized into five parts:

Part one is a discussion of important environmental trends which may affect the higher education community. These trends play a role in the creation of significant societal needs to which ISU can respond.

Part two summarizes the challenges which have faced the nation's universities during the past half century and how their response to these situations has led to dramatic enrollment increases and high expectation for economic, social, and scientific research.

Part three 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 four presents strategic directions and facilitating strategies, which rest upon defined planning

assumptions, established institutional values, and strategic decision criteria.

Part five outlines the steps necessary to ensure that the planning process is continuous and timely.

Planning assumptions

Through the process of self-examination that has been part of our strategic planning, we have identified many of our distinctive institutional characteristics and strengths. Fundamental institutional values are presented that include: access, service, success, innovation, and excellence. We also have identified opportunities to meet the changing needs of society by taking full advantage of these strengths.

Consequently, the draft report is based on the conviction that ISU's future will be best built on a foundation consisting of its established values, demonstrated strengths, and perceived potential.

All of this is reflected in the planning assumptions upon which the report is structured. These assumptions are:

- Refinement, clarification, and shifts of emphasis of the mission statement will keep the mission statement current and changing societal expectations and needs.
- 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. Although new programs will be added and some discontinued, the existing range of programs will be generally maintained.
- Student enrollment will increase gradually during the next decade.
- The education of full-time undergraduate students will continue to be the primary responsibility of the University.
- The competitive position of the University will continue to rest upon its appeal as a comprehensive, yet moderate-sized, university, and will reflect 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 teaching, the responsibilities of faculty will continue to be divided among the three traditional categories of teaching, research/creative expression, and public service.
- Trends in state funding will mean that allocation and reallocation of internal resources will continue to

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be vital to institutional development.

The goals and strategies in the draft report further build upon what is now in place by enhancing, expanding, and extending the university's long-standing multiple missions of education, research/creative expression, and public service.

Strategic directions

Indiana State University will be guided by several strategic directions as it moves toward becoming a model of the new progressive public university. They are:

- Enhancement of undergraduate education.

ISU will be a "first choice" university that is known and admired for the distinctiveness and quality of its undergraduate education experience.

- Extension of advanced knowledge.

ISU will be a distinguished institution for graduate study through the application of the principle of "selective 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 to the quality of life in Indiana through dynamic "public service partnerships."

- Promotion of an interdisciplinary culture.

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

- Enhancement 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.

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

Criteria for Decisions

The strategic directions identified above will be pursued through a variety of strategies, initiatives,

programs, and activities. Given that resources will be constrained and expectations will be great, it will be important for the University to choose carefully those opportunities it pursues. The reallocation of faculty, staff, and financial resources to departments and programs that demonstrate a responsiveness to the strategic directions for the University will require difficult choices. The following criteria will be used in making those choices, and an activity of highest priority to the University should be:

- Central to the mission of the University.
- Consistent with one or more of the University's strategic directions.
- Performed at a high level of quality.
- 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.
- Likely to produce measurable outcomes and have a high positive impact on both the campus and external communities.

Facilitating strategies

The draft report also encompasses several facilitating strategies which support the University's longer-term strategic directions by addressing complementary but more immediate goals. They are:

- Statements of mission and vision.
- Enrollment management and planning.
- Marketing and image promotion.
- Resource development (financial planning, fund development, and extramural academic support).
- Student residential life plan.
- Facilities master plan.
- Institutional effectiveness and outcomes assessment.
- Effectiveness and efficiency of University operations.
- Campus computing and information systems.

To ensure that the University enhances its comparative and competitive position in Indiana, the President, the Board of Trustees, and the vice presidents will develop plans for implementing facilitating strategies.

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Task forces

The draft report also calls for the establishment in 1993-94 of four University task forces on:

- Undergraduate education.
- Enhancement of teaching and learning.
- Assessment and student learning.
- Interdisciplinary instruction, scholarship, and public service.

Schools and College planning

The Schools and the College are to submit revised plans to the provost during the latter part of the current academic year. The Schools and the College are charged with incorporating into their revised unit plans the University's strategic directions as a way to begin addressing:

- The assessment and future development of undergraduate and graduate education.
- The issues of recruitment, retention, and service to students.
- The changing expectations of faculty and staff in the areas of teaching, research, and public service.
- The opportunities to form new public service partnerships.

Given the certainty that reallocation of scarce faculty, staff, and financial resources will be central to budget development, academic units will be

expected to demonstrate how their plans can best utilize and apply University resources in implementing their strategic goals while complementing the strategic directions of the institution.

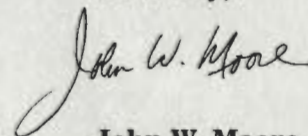
This overview of the draft report has been by necessity brief, so I encourage you to read the entire report.

The strategic planning process is one in which all of us have a major stake, and I urge all of you to review the draft report and share your comments, suggestions, and reactions with your dean, director, or vice president. If you wish, you can direct your response to Marilyn Schultz, our vice president for Planning and Budgets, or Provost Richard Wells.

Copies are readily available — several have been placed in the library; others have been supplied to deans, chairs, and directors; and it has been put on the GOPHER system. A number of forums on the draft report also will be held throughout this semester.

I am looking forward to your participation in the strategic planning process.

Sincerely,



John W. Moore