

Indiana State University
Fulfilling the Promise – The Path to Pre-Eminence

Table of Contents

<u>PROMISE STATEMENT</u>	1
<u>INTRODUCTION</u>	1
<u>HISTORY, CHALLENGES, AND VISION</u>	2
<u>PLANNING FRAMEWORK</u>	4
<u>ISU’S PROMISE</u>	5
<u>STRATEGIC INITIATIVES</u>	6
<u>Experiential Learning</u>	6
Goals	6
Fulfilling the Promise	7
<u>Community Engagement</u>	7
Goals	8
Fulfilling the Promise	8
<u>Implementation Strategy for Experiential Learning and Community Engagement: The Alliance for Excellence, Engagement, and Experience</u>	9
Undergraduate Fellowship and Scholarship Program.....	9
Graduate Fellowship Program	9
Faculty Fellowship Program.....	10
A Civic Leadership Certificate Program	10
Co-op Program	11
First-Year Experience	11

Journal for Experiential Learning and Community Engagement	11
Program of Faculty Support	11
<u>Distinctive Programs</u>	13
Goals	13
Fulfilling the Promise	14
Distinctive Programs Implementation Strategies	14
Program of National Distinction	14
Program of Regional or State Distinction	14
Program of Promise	15
<u>STRATEGIC INITIATIVE FUNDING</u>	15
<u>TACTICAL PLANS</u>	15
<u>Technology</u>	16
<u>Institutional Environment</u>	16
<u>Physical Plan</u>	17
<u>Enrollment Plan</u>	18
<u>Integrated Marketing</u>	19
<u>Quality Assurance Plan</u>	19

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Fulfilling the Promise – The Path to Pre-Eminence

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Draft

"Indiana State University is the pre-eminent public institution that integrates teaching and research for high-achieving, goal-oriented students who seek opportunities for personal, professional and intellectual growth on a diverse, civically engaged campus. From their first day, our students are actively challenged by high-quality, experiential academic programs and are supported by personal attention from our dedicated faculty and staff who inspire students to create and apply knowledge through dynamic partnerships with the community and the world. Our graduates are valued for their demonstrated knowledge and expertise, active citizenship and leadership qualities." – *Indiana State University Promise Statement*

INTRODUCTION

This document charts the course of action Indiana State University will take between 2004 and 2010 to shift its mission away from a model exclusively centered on student access to education and toward the deliberate application of student learning to real-world issues and resolution of community problems. We intend to earn a reputation for excellence through programs that demonstrably enhance student learning, produce exceptional scholarship and fulfill the university's outreach mission to the state. Our ultimate goal is to deliver an educational environment that is responsive to the needs of the community and state and is professionally attractive to highly motivated students and faculty.

Three strategic initiatives and six tactical plans have been developed to define and direct the University's efforts to answer the needs of its students and state over the next six years. Enhancement of experiential learning and community engagement, alongside targeted support of programs demonstrating excellence in these areas, are the general paths intended to realize the University's promise. In addition to these broad strategies, various administrative units are developing tactical plans to support the pre-eminence of our institution through increased efficiency and service to students and community. This plan is subject to revision and adaptation as existing challenges are met and new ones arise. Other objectives will likely emerge as Indiana State University moves forward toward achievement of its goals. *Fulfilling the Promise* is a "living" document in that it will likely evolve over the course of the next six years.

The strategic direction we have chosen draws upon our historical strengths and competitive advantages. We envision a future steeped in our past, shaped by members of the entire ISU community. *Fulfilling the Promise* represents the collective insights and contributions of faculty, staff, students, alumni, and external stakeholders gathered in various settings over a three-year period. The commitment to these ambitious goals and vision is a testament to the talent and resolve of the entire Indiana State University community.

External verification of Indiana State University's fulfillment of its mission and ascendance among its sister institutions will come through performance measures developed by national organizations such as the North Central Accreditation (NCA), the National Survey of Student Engagement, and the *US News and World Report*, as well as receipt of national awards.

HISTORY, CHALLENGES, AND VISION

Indiana State University was created in 1865 as a normal school to fulfill its mission of "preparation of teachers for teaching in the common schools of Indiana," a function it continues to perform with distinction to this day. Over time, this mission has evolved significantly – the University awarded its first bachelor's degrees in 1908, added master's degrees in 1928, and a doctorate program in 1965, the same year it achieved University status. In 2004, the University offers seven doctoral programs, 66 master's programs and has extended well beyond its mission of preparing teachers.

Since the beginning, Indiana State University has built a legacy of state-wide service and active-learning pedagogy. In 1918, Indiana State University started a satellite campus in Muncie to provide access to Hoosiers in Western Indiana, which subsequently became Ball State University. The Evansville campus of Indiana State University became the University of Southern Indiana in 1985. ISU faculty have historically applied their research abilities to resolve issues in the Wabash Valley and across Indiana, while using such scholarly work as teaching material for their students. During the 1990s, the University served a critical role in the state, providing access to higher education for students who possessed significant academic challenges.

In the last decades of the 20th century, the landscape began to change for higher education across the United States. Universities became increasingly competitive with one another, while facing a skeptical public that required greater accountability and containment of cost. In addition, technological advances continually changed the role and delivery of higher education as budgets tightened and student demographics shifted. Over the course of the 1990s, ISU leadership recognized these challenges on the horizon and began to prepare the campus to meet them through informational retreats, which ultimately produced the University's first strategic plan, introduction of pay for performance and bi-annual reviews for faculty, marketing studies, the state's first distance-education program, and the establishment of service centers in South and Southeast Indiana.

By 2000, Indiana State University began to feel the impact of escalating challenges. Presently, the state budget continues to constrict while enrollment is threatened by a declining regional population and the introduction of a community college system that, together with expanded regional campuses, will

meet the state's access needs¹. Indiana expects ISU to remain true to its role as a doctoral/research-intensive university by raising admission standards and enrolling more high-ability students:

The Indiana Commission for Higher Education² expects ISU to have “highly selective admission policies with completion of the Core 40 curriculum as a minimum admission requirement for Indiana high school students, while strongly encouraging and giving preference to the completion of an Academic Honors Diploma.” ISU is expected to concentrate on “applied research projects and activities that support local and regional economic development and address the needs of business and industry.”

In 2001, President Lloyd W. Benjamin III articulated his vision of how the University will respond and prosper. Through sustained excellence in experiential learning and community engagement, Indiana State University will achieve recognition as a pre-eminent university among like institutions and will become a university of choice for those in the Midwest and beyond. ISU will further bolster its reputation by identifying signature programs that have national and/or regional status within their fields and support and leverage them to serve students and the community. These collective strategies will help the University meet several goals simultaneously:

- **Enhance the intellectual capital of Indiana.** As a public university with the mission to educate productive citizens and enhance the quality of life across Indiana, ISU will place service to the state of Indiana at the center of its mission by making the expertise of its faculty available and accessible.
- **Improve and enhance the education of students.** Research indicates that active engagement in the learning process improves the quality of experience for students. Surveys conducted of the ISU student body reveal that they prefer and respond positively to active learning environment. A recent study conducted by the Center for Teaching and Learning indicates that a large majority of ISU faculty currently incorporates some type of experiential learning into their pedagogy. Our goal is to further develop this expertise so that the University is recognized as a national leader in experiential learning. Central to experiential learning will be the integration of graduate student mentors into the undergraduate experience, thereby enhancing the teaching and leadership opportunities for masters and doctoral students
- **Contribute to the development of new knowledge on engagement.** Because of our institutional history of community partnerships, we are in the position to be an exemplar university in research applied to community

¹ See Appendix 1 for materials related to challenges facing Indiana State University.

² The quotations in this paragraph are from “Indiana’s Framework for Policy and Planning Development in Higher Education” available at <http://www.indstate.edu/acad-aff/facultyres.html>.

issues and the scholarship of experiential learning. Organizations such as the American Association of State Colleges and Universities and the North Central Association highlight these activities as emergent responsibilities of public universities. The NCA reviewers' 2000 report stated that, "Indiana State University could become well known as a center for excellent action-oriented research focused on teaching and learning in higher education." Faculty, students, and staff at Indiana State University have the opportunity to develop a national reputation in this area through publications and presentations.

- **Develop a regional/national reputation for learning experiences.** Several marketing studies have indicated that the University has a need to better define its image across the region. In many ways, our regional image is one that will be difficult to affect because of long-standing misconceptions about the University. Indiana State will enhance its ability to recruit better prepared students, faculty, and staff as well as create greater opportunities for grants and contracts by identifying and supporting our distinctive programs, developing a national reputation for the quality and breadth of experiential learning on campus, and by exemplifying ISU's role as a "Steward of Place"³ through community engagement.
- **Reach enrollment goals, particularly of students with higher academic abilities.** Growth of community colleges and regional campuses, alongside stagnant population growth in the Wabash Valley, pose significant external challenges to our undergraduate student enrollment base. Marketing studies suggest that Hoosier students are interested in experiential learning and community engagement. By emphasizing these themes at ISU, we hope to capture an ever-increasing niche of students seeking active learning and involvement in community.

PLANNING FRAMEWORK

The table below lists the concepts involved in this planning process. President Benjamin opened the planning dialogue by articulating his vision of Indiana State University's identity and future. Through collaborative decision-making, University stakeholders determined which defining characteristics of Indiana State University might be enhanced to simultaneously strengthen the institution and meet the state's expectations. Our three strategic initiatives (experiential learning, community engagement, distinctive programs) emerged from campus wide discussions about ways in which these goals would be realized.

Three university committees, selected to emphasize broad representation across campus, were charged by the President to initiate and guide the discussion of

³ For a thorough description of this concept, see "Stewards of Place" from the American Association of State Colleges and Universities, available at www.aascu.org/pdf/stewardsofplace_02.pdf.

implementation strategies to achieve the initiatives.⁴ Representatives from the Experiential Learning and Community Engagement committees developed the Alliance for Excellence, Engagement, and Experience to implement their initiatives. The Eminent Programs committee proposed three levels of distinction for units to accommodate various levels of support and recognition for programs. Individual administrative units are designing tactical plans that will serve as vehicles for improving services and support. Action steps have been articulated to suggest precise, short-term measures to accomplish the implementation.

Planning Concepts	
Vision:	Goal = Pre-eminence
Strategic Initiatives:	Direction & Focus = Experiential Learning, Community Engagement, and Eminent Programs.
Promise Statement:	Articulation of Vision and Strategic Initiatives
Implementation Strategies:	Vehicles through which to accomplish Strategic Initiatives including the Alliance for Excellence, Engagement and Experience, programs of distinction, and Tactical Plans
Action Steps:	Shorter-term actions design to realize implementation strategies
Objective Statements:	These are seven basic components of the promise statement for which measures of performance have been developed.

The final step in our planning framework was the development of a method of evaluating Indiana State University's progress toward fulfilling its promise, and by implication, achieving pre-eminent status. The promise statement was first partitioned into discrete objectives. Performance measures were then devised to meet each objective.

ISU'S PROMISE

Fulfilling ISU's Promise, Objectives
Become a Pre-eminent public University
<ol style="list-style-type: none"> 1. Become a national leader in integrated teaching and research 2. A University of choice for high-achieving, goal-oriented students 3. A diverse, civically-engaged campus 4. Students are challenged by high-quality, experiential academic programs 5. Students are supported by personal attention by dedicated faculty and staff 6. A university characterized by dynamic partnerships 7. Graduates are valued for demonstrated knowledge and expertise, active citizenship, and leadership qualities

ISU faculty and administrative leaders met for a daylong working session in 2003 with marketing consultants to develop a promise statement that articulates the vision and strategic initiatives.

"Indiana State University is the pre-eminent public institution that integrates teaching and research for high-achieving, goal-oriented students who seek opportunities for personal, professional and intellectual growth on a diverse, civically engaged campus. From their first day, our students are actively challenged by high-quality, experiential academic programs and are supported by personal attention from our dedicated faculty and staff who inspire students to create and apply knowledge through dynamic partnerships with the community

⁴More detail about the planning process can be found at <http://irt2.indstate.edu/home/index.htm>

and the world. Our graduates are valued for their demonstrated knowledge and expertise, active citizenship and leadership qualities.”

Seven aspects of ISU's promise (the objectives) bind the strategic initiatives, implementation strategies, tactical plans, and action steps. It should be noted that not all initiatives, implementation strategies, tactical plans, or action steps address each objective. However, all the activities articulated in the plan serve at least one or more of the objectives.

STRATEGIC INITIATIVES

This section describes each of the three strategic initiatives as well as the implementation strategies within which they will be pursued. The first two initiatives, experiential learning and community engagement, have overlapping goals and objectives that have been collapsed into a single implementation strategy. Indiana State University is anticipating funding from the Lilly Foundation to support the implementation measures of these initiatives.

Experiential Learning

Experiential learning (EL) is a central element of Indiana State University's distinctive identity. We define experiential learning as the outcome of a range of pedagogical approaches that engage students through sequential exposure to challenging, compelling, and enriching activities conducted in appropriate settings. EL necessarily integrates development of knowledge, skills, and dispositions, and fosters application of methods of critical inquiry. It engages students in personal reflection in order to organize, interpret, and bring meaning and coherence to their learning experience.

Because of the inherent complexity of advanced learning, faculty are challenged to design experiences that are sequential, cumulative, and graded in complexity and to develop systems of evaluation that define clear and rigorous standards. EL is a process of optimal engagement and thus can be applied to not only professional and technical areas, but especially to the liberal arts. Appropriate application of experiential learning provides a mechanism to integrate science, literature, and arts into students' lives in an immediate and compelling way that also will propel them to greater cultural and civic engagement. Although experiential learning is an innate component of graduate student education, we intend to further link undergraduate and graduate student experiences in ways that will provide mentor opportunities for graduates while enhancing the learning environment and resources available to undergraduates.

Goals:

- To positively affect the teaching, scholarly activity and service mission of Indiana State University.
- To expand the external reputation of Indiana State University.
- To enhance student learning and outcomes.
- To engage and develop opportunities with members of the local community and region.
- To recognize and promote student collaboration with faculty in research and creative activity as a key component of learning.
- To enrich the educational opportunities afforded to graduate and undergraduate students by integrating the experiences of both groups.

Fulfilling the Promise

Experiential learning, as a system of pedagogy and outcomes, is ideally suited to deliver key components of the education and learning environment that we promise our students. EL, by its very nature, integrates teaching and research in a setting with close interaction and collaboration from faculty members. The potential benefits are clear; student learning will be secured through hands-on application of theory to practice, while student engagement is fostered through persistent and personal faculty reinforcement. Both elements, the integral nature of EL and the direct proximity to expert faculty, will demand that students remain active and in contact with continuous and evolving academic challenges. Such students will experience a greater depth of learning, an ownership of ideas, but also undergo accelerated maturation into tomorrow's leaders as they systematically interact with the community, their faculty mentors and one another.

Our objective as an institution is not merely to embrace experiential learning, but rather to offer opportunities that are truly distinctive and of such high quality that we gain a national reputation for them. We view this initiative as the basis upon which we intent to become the university of choice for highly motivated students seeking a comprehensive academic experience.

Community Engagement

Indiana State University has a long history of contributing to the welfare of the state of Indiana and its citizens through our many undergraduate and graduate degree programs, applied research, continuing education, and a variety of other outreach programs and community partnerships. In recent years, Indiana State University has renewed its commitment to applied research and service to the region, the state of Indiana, and beyond through a University-wide program of community engagement.

Indiana State University has defined community engagement as: the development of collaborative partnerships between education, business, social services, and government that contribute to the academic mission of the University and directly benefit the community. Community engagement at

Indiana State University includes activities in the teaching, research, and service endeavors of faculty, students, and staff. Examples of community engagement activities include:

- Technical assistance and applied research to help increase understanding of local, regional, national, or international problems or test solutions for that problem.
- Lectures, seminars, and other public forums that provide a neutral place to explore community issues.
- Extension of learning beyond University walls and into the community.
- Enriching the cultural life of the community.
- Service, including internships and service-learning, which directly benefits the public.
- Economic development initiatives, including technology transfer and support for small businesses.
- Involvement of community members in planning and decision making activities of the University.

Strengthening our engagement activities with external partners is critical for creating an exemplary learning environment for our students and contributing, in ways both meaningful and measurable, to the development of the region and state. In addition, engagement and service are now required by NCA for accreditation.

Goals

As with experiential learning, the overall goal of this initiative is to develop a program of community engagement that is of such quality it contributes to national and regional recognition for Indiana State University and attracts high-achieving students, faculty, and staff. Additional goals include:

- * Recommend policies and practices for sustaining, enhancing and supporting community engagement and public service activities among the units of Indiana State University.
- * Identify service areas for expansion, enhancement, and extension of community engagement and public service activities at Indiana State University in the most vital areas of concern for the region and the state. Provide support for activities that address these particular areas of service.
- * Identify existing community engagement and public service activities among the units of Indiana State University.
- * Recommend faculty development opportunities to promote a scholarly approach to community engagement.

Fulfilling the Promise

As a doctoral/research-intensive University, Indiana State is committed to addressing issues of economic development, livable communities and

inclusion for the Wabash Valley and state of Indiana. The application of University resources to community issues provides tremendous learning opportunities for students as well as teaching, service, and research opportunities for faculty. In this way, the Community Engagement Initiative supports many aspects of the promise. Among the most important are becoming a national leader in integrated teaching and research, providing opportunities for goal-oriented students, shaping student interested in civic engagement, and facilitating dynamic partnership opportunities for learning.

Implementation Strategy for Experiential Learning and Community Engagement: The Alliance for Excellence, Engagement, and Experience

Experiential Learning and Community Engagement have similar organizational needs. The Alliance for Excellence, Experience, and Engagement will serve as an umbrella organization to coordinate the implementation strategies related to both of these strategic initiatives. The Alliance is comprised of existing centers that have responsibilities for various aspects of experiential learning and/or community engagement. The Office of Academic Affairs, the Center for Teaching and Learning, the Center for Public Service and Community Engagement, First-Year Programs, Strategic Planning and Institutional Research, and the Career Center are the primary offices involved.

The purpose of the Alliance is to: (1) attract and retain engaged students and faculty; (2) develop high quality experiential learning opportunities; (3) support the University's efforts to work with the community on projects that result in meaningful changes to real issues; (4) build faculty excellence in the scholarship of teaching and engagement. The goal is to merge Indiana State University's academic mission with its stewardship of the region. By doing so, we hope to raise the quality of student experiences while simultaneously being more active in partnering to address substantive community issues. Specific projects are described below.

- ***Undergraduate Fellowship and Scholarship Program*** - Students are selected for support under this program based on their record of academic excellence and community leadership. Fellowship opportunities include working on faculty directed research, community-based service and outreach experiences, and other faculty-guided projects.
- ***Graduate Fellowship Program*** – Recognizing that graduate students are central to our role as a doctoral-intensive institution, we will make available graduate assistantships for students to work closely with faculty fellows on research and community engagement activities, coordinate undergraduate activities, and mentor undergraduate students. Graduate assistants may be assigned to individual faculty fellows, Center for Teaching and Learning,

Center for Public Service and Community Engagement, Office of Sponsored Programs, and other affiliated academic and administrative units.

- **Faculty Fellowship Program** – Faculty fellows will be selected through application and internal review.⁵ Qualified faculty will have demonstrated expertise in the scholarship of teaching and/or engagement, active community partnerships, and/or utilization of active learning pedagogy in the classroom. Emphasis will be placed on sustained mentorship of undergraduate/graduate fellows. Grants are to be awarded to both the faculty member and his or her home department to encourage faculty participation, as well as to stimulate active departmental support and involvement in pursuing excellence in experiential learning and community engagement.

The second part of this program involves development of learning opportunities in engagement, leadership, and experiential learning that are of such quality that the best students are attracted. To this end we are proposing:

- **A Civic Leadership Certificate Program** – This service-focused leadership program is available to Undergraduate Fellows and other high-achieving students through an application process. This program focuses on developing a commitment to civic leadership and public service regardless of career choice. This certificate program has a strong experiential focus. Although the curriculum for the certificate program must be approved by appropriate curriculum committees, sample core requirements might include:
 - o **Service-Based Learning Community** – Developing and supporting participation in a first year learning community designed to develop an understanding of the value of service.
 - o **Undergraduate Honors Thesis/Capstone** – The capstone course is completed during the senior year. One service-based capstone course, Women’s Studies 450 *Student Activism in Theory and Practice*, is currently offered. Other capstone courses could incorporate a service component or the **Alliance for Excellence, Engagement, and Experience** could work with a small number of academic departments to create new capstone courses.
 - o **Significant External Learning Experience** – Students can select from a variety of options including internships, semester abroad, and community-based research project. The organizing principle of the

⁵ The University has just completed a comprehensive study of challenges to quality of life and livable communities in the Wabash Valley. Health issues, particularly smoking and obesity, drug use, literacy, housing, and social inclusion were identified as significant issues. During fall 2004 we plan to include these issues in the call for fellows. Which will be addressed first will depend partially on the skills of those who apply.

external learning experience is that students will identify a significant issue to study and/or pursue action. This experience could be credit bearing or non-credit.

- **Leadership Development** – A leadership development component of the program is coordinated through Student Affairs. During the sophomore and junior years, civic leadership students would participate in LEAD, a sequenced leadership development program.

In addition to providing opportunities for Indiana State University students, the certificate program will also as a pilot program for a national certificate in civic leadership offered through the national American Humanics organization and supported by related philanthropic organizations.

- **Co-op Program** – Co-operative education provides important opportunities for students to integrate their studies with paid, professional experiences in a related field. An expanded and strengthened co-op program would provide a greater number of students with meaningful career experience in their chosen fields, provides employers with a pool of well-prepared prospective students, and offer additional opportunities for faculty to keep up-to-date in their fields through interaction with employers.
- **First-Year Experience** – Infusing the first-year curriculum with increased opportunities for experiential learning and community engagement is an important means of attracting new, engaged students, revitalizing introductory courses, and developing a culture of engagement on the campus. Funds would be available through sub-awards for faculty to transform or enhance first-year courses to include or enrich experiential components.
- **Journal for Experiential Learning and Community Engagement** - The University plans to launch a national journal for experiential learning and community engagement to serve informational needs and to enhance our reputation. The Alliance for Excellence, Engagement, and Experience will house the Journal for Experiential Learning and Community Engagement. There are few publication outlets for scholars of student engagement, so this journal would fill an important niche nationally. A faculty member will receive release time and appropriate compensation to serve as the editor.
- **Program of Faculty Support** – A final implementation initiative that supports both experiential learning and community engagement is the Promising Scholars Program, which is designed to support outstanding early-career scholars. Eight promising scholars will receive funding to support and stimulate their research agendas. Promising scholars can apply for up to \$15,000 a year. These funds can be used for research support, graduate assistants, summer support, pre-tenure semester leave/summer leave, etc.

The purpose of this program is to recruit and retain faculty who will enable ISU to realize its promise as a doctoral/research-intensive university as well as to stimulate research in areas that support the mission of the University and support our plan, "Fulfilling the Promise." The provost will administer the Promising Scholars Program with support from the academic deans. A committee of highly respected faculty, staff, and external representatives will be appointed to assist in the selection and oversight of this program.

Detailed Action Steps	Timeline	Responsibility
Develop opportunities for faculty to infuse experiential learning and community engagement into first-year courses	Grants Awarded in Summer 05	Alliance & First-Year Coordinators
Develop first-year sections incorporating experiential learning and community engagement	Fall 05 first sections appear	Academic Affairs, Alliance, and First-Year Coordinators
Identify an editor for the Journal for Experiential Learning and Community Engagement	Summer 05	Alliance Coordinators
Develop criteria and process for identifying Promising Scholars	Spring 05	Provost, Deans, Provost Committee
Seek external funding for the Alliance for Excellence, Engagement, and Experience	F04	Provost/President's Office
Identify Leadership Coordination of the Alliance	F 04	Provost
Identify criteria for Undergraduate, Graduate, and Faculty Fellows	F 04	Alliance Coordinators
Promote and identify fellows	S 05	Alliance Coordinators
Develop & Monitor Fellow Activities	S 05-S10	Alliance Coordinators
In accordance with appropriate governance procedures, develop and implement the Certificate Program	First student participants enrolled in F 05	Center for Public Service and Community Engagement
Review relevant tenure, promotion, and performance evaluation documents to ensure that EL/CE activities are recognized and rewarded	Recommendations implemented in F 05	Academic Affairs/Deans
Co-op program – Define a consistent and quality c-op program across the University.	S05	Deans, Career Center
Develop and implement the quality co-p program as defined by deans and the career center	1 st Co-op program enrollees in 04-05	Career Center, Center for Public Service and Community Engagement

Alliance Action Steps:

The establishment of the Alliance for Excellence, Experience and Engagement is intended to provide enhanced academic challenge and

stimulation to increasingly well-prepared students. Toward this end, ISU faculty and administrators have also expressed strong interest in reviewing our existing Honors Program. The Honors Program, a centerpiece of opportunities for talented and motivated students, must be re-envisioned and revitalized in light of the evolving institutional mission and student base.

Distinctive Programs

Universities are distinguished among their peers when they are clear about their educational vision and have coherent and effective strategies for implementing that vision. The earmarks of a distinctive educational vision may rest on a particular design for learning, such as gaining knowledge through experience. An institution may also distinguish itself through key learning goals, such as the linkage of community engagement to pedagogy. Truly innovative education combines design and goal for teaching, research, and service. Regardless of the particular form of distinction, the elements of the vision permeate the institution and create a rich, vital, and compelling culture for learning.

Identifying and supporting distinctive programs is an important component of reshaping Indiana State University's image in the Midwest. The Distinctive Program Initiative will seek ways to recognize and support programs or activities that have achieved a national and/or regional reputation for the quality of their work, that reflect the values of Indiana State, and that meet state and/or national needs. This initiative will also enable us to market exemplar programs and thus compete more successfully with other universities in the state and Midwest for highly-qualified students, faculty, and staff. In addition, the process is designed to facilitate long-term strategic planning that will result in future programs of distinctiveness.

For our purposes, institutional "distinctiveness" is defined as those activities, qualities, and accomplishments that enable an institution to enjoy a unique identity or academic reputation for which the institution is known, admired, and valued. Institutional distinctiveness occurs in at least two dimensions. First, distinctiveness may result when an individual or group of individuals accomplishes something that is highly valued by both external and internal audiences. These accomplishments carry descriptors such as "national leader" or "world class." We refer to this type of distinctiveness as "vertical" distinctiveness. A second dimension of distinctiveness occurs when excellence is demonstrated through the collaboration of multiple programs or units. This dimension may be thought of as "horizontal" distinctiveness.

Goals

The core goals of this strategic initiative are to (1) recognize what we do well and (2) identify activities that should be strategically enhanced through

targeted investments. The recognition of distinctive programs is directed at two constituencies, internal and external, and serves a twofold purpose. Internally, recognition fosters pride in the quality of the university's academic programs and accomplishments of faculty, students, and alumni. It also encourages and supports programs in their achievement of excellence and assists the institution in developing strategic directions. Externally, the recognition of distinctive programs broadcasts the pride we feel to our external stakeholders, including potential students and the general public. Such recognition promotes public awareness of specific outstanding accomplishments and invites investment in our institution.

Fulfilling the Promise

The Distinctive Programs Initiative will elevate the University's stature as a recognized educational leader and a University of Choice for high-achieving, goal-oriented students. Distinctive programs will produce graduates who are valued for their expertise, active citizenship, and leadership qualities, highlighting departments that create and apply knowledge through dynamic partnerships. Finally, this process will engender a culture of excellence. We expect this initiative to provide incentive for all departments to strive to improve the level of their experiential academic programs.

Distinctive Programs Implementation Strategies

Distinctive Programs are identified at three levels:

- I. Program of National Distinction – These programs can demonstrate that they are among the best in the nation within their area. Programs will be awarded this title for a four-year period and will submit annual reports documenting continued commitment to national prominence.

<p>Distinctive Programs</p> <p><u>Implementation Strategies for Programs of Distinction</u></p> <p>Programs of National Distinction Programs of Regional Distinction Programs of Promise</p> <p style="text-align: right;">Table</p>
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To be supported, programs are required to develop a plan outlining how funds will be used to maintain and enhance the University. Examples include development of faculty research opportunities, enhancement of laboratories to attract quality faculty and students, and investment in an innovative center to facilitate research, experiential learning, or community engagement.

- II. Program of Regional or State Distinction – Programs that are demonstrably among the best in the Midwest or State of Indiana would

receive this designation. These programs will be judged by committee and have the same requirements for continuance as national-level programs. However, funding awards to these programs will be designed, where appropriate, to aid the program in trying to achieve the next level of distinction.

Programs would submit a plan outlining how the funds will be used to maintain and enhance the University. The types of proposed activities are expected to resemble those for the programs of national distinction.

Program of Promise – These are programs of high quality that have the potential to become distinctive at the regional/state or national levels. The goal of funding for these programs is to support their movement to regional/state or national distinction. Programs will be expected to complete their journey in four years or less. Renewal of this status level will not normally be awarded. As with the other levels of recognition, programs will submit a plan outlining how the funds will be used to enhance the quality of the program.

Distinctive Program Action Steps:

Detailed Action Steps	Timeline	Responsibility
Develop application process for programs of national promise and identify programs	S 05	Provost
Develop and identify programs of regional promise	S 06	Provost
Develop and identify programs of promise	S 06	Provost
Assign Committee to Oversee Application process development	F 04	Provost

STRATEGIC INITIATIVE FUNDING

Indiana State University is applying for funding from the Lilly Foundation to support these three initiatives. It is anticipated that approximately \$3 million will be made available to support Indiana State University’s rise to pre-eminence. Distinctive programs are expected to secure external funding.

TACTICAL PLANS

In addition to the three strategic plans, administrative units have also developed tactical plans in six areas to support the enhancement of the institution. The tactical plans are intended to strengthen the infrastructure within which the

strategic initiatives and pre-eminence are realized. By delivering this foundation, tactical plans also contribute to the ISU Promise. Brief descriptions of the plans and expected contributions are included below.

Technology

The technology plan has been developed through the work of the ITAC committee to accommodate and dovetail with the strategic initiatives in accomplishing seven technological strategies.

- Improve and enhance technology delivery and maximize institutional investment through the consolidation and coordination of support services and procurement.
- Support technology-based institutional goals by anticipating and providing for the current and future infrastructure needed to support the teaching and learning and administrative functions of the institution.
- Support enhancement of ISU’s educational vision through the use and application of new and emerging technologies in instruction and research;
- Position ISU as a technological leader (locally, regionally, and nationally) and support technology-based engagement and outreach activities in service to the community.
- Increase campus involvement in technology planning and decision-making through expanded collaboration and governance.
- Deliver world-class quality service to students, faculty and staff in support of their use and application of technology.
- Position the institution for the future through investment in human capital.

Within each of these strategies are specific action steps that are detailed in the technology plan. These action steps are estimated to be completed between 2004-2006 and will support the strategic initiatives.

Status: Plan completed

Detailed Action Steps	Timeline	Responsibility
Implement Action Steps Identified in the Tactical Plan	Fall 04 to Spring 06	Associate Vice President for Information Technology

Institutional Environment

Institutional environment refers to the environment in which ISU students are prepared personally and professionally for productive lives in society. A key ingredient to societal preparation is a rich understanding of how international/global actions impact lives in the US. Further, students need to develop an appreciation for diversity, not only for its own sake, but to better prepare for the workplace and as citizens.

Another aspect of the institutional environment is the Division of Student Affairs, which has numerous events and offerings to support students in their learning environments. Many of these opportunities, such as serving on the university newspaper staff, offer invaluable experiential learning opportunities.

The Institutional Environment plan has undergone preliminary formulation. First on the agenda is a census of the environment on campus. Among the questions to be answered by this initiative are:

- 1) In what ways can we increase students' awareness of other cultures? How can diversity programming and training be amplified?
- 2) What is a reasonable timeline in which to conduct University climate studies to assess the multicultural satisfaction of campus citizens?
- 3) How can we amplify our involvement in the 21st Century Scholars Program?
- 4) How can we utilize the web to establish virtual classrooms for language acquisition and cultural studies? How can we develop a robust HR function to help the campus understand the importance of diversity and assess progress in meeting strategic goals?

Status: Plan under development

Detailed Action Steps	Timeline	Responsibility
Conduct Census of Environment and Develop Tactical Plan	Sp 05 – Tactical Plan	Executive Director of Human Resources VP for Student Affairs

Physical Plan

In 1986, Indiana State conducted a comprehensive master planning effort under the leadership of consulting architects, Hideo Sasaki & Associates. From the guidance provided by this plan, and the internal updates in 1996 and 2000, the campus has been transformed from a set of aging buildings, separated by city streets, into one of the most beautiful and interlinked campuses in the country. In keeping with this commitment to provide facilities reflecting the highest aesthetic and functional standards, a comprehensive master planning process has been launched. An appointed task force will help guide the vision and direction so that it reflects emerging campus academic priorities, as well as the changing needs of our students and faculty. Institutional priorities including distinctive programs, experiential learning, and community engagement will be particularly considered as the vision and creativity components of the plan are developed. For example, classroom and learning facilities will need to reflect the flexibility to accommodate changing technology needs, while providing the ambiance and attractiveness necessary of an effective learning center. Learning

laboratories and campus classrooms need to anticipate integration with new partners from within the state and local communities so that our both our service and experiential learning commitments might be furthered. Student lifestyles along with health and safety needs must be reflected in our campus design and residential and recreational facilities.

Status: Planning in initial phase

Detailed Action Steps	Timeline	Responsibility
Develop Plan	Fall O4	Vice President for Budget and Finance
Implementation	Through 2025	

Enrollment Plan

Over the past year, Indiana State University has invested a substantial amount of time and effort into improving the logistical support, enrollment service staff, and marketing functions of recruitment and retention. In addition, the University developed an enrollment plan to guide short-term recruitment efforts until the planning process was completed and the criteria for pre-eminence established. Some of the criteria that will guide the enrollment planning process can be found in the evidence provided for the Promise Statement (*Goals to be revised pending adjustment on indicators over review period*):

- Raising by 30 percent the number of applications of students with SAT scores greater than 1000.
- Raising average high school GPAs and SAT scores to be consistent with peer selective institutions (3.25 GPA and 1044 SAT).
- Achieving retention and graduation rates that are consistent with those of selective institutions (68% of freshmen return for third fall and 50% graduate).
- Increasing by 25 percent the number of qualified applications for Presidential Scholarships.
- Increasing by 25 percent the number of honors program applicants.
- Maintaining minority student ratios at a level that is among the highest of Indiana public institutions.

In addition, it is expected that the enrollment management plan will address the following questions:

- 1) How will ISU attract larger numbers of degree-seeking undergraduates and graduate students whose qualities and skills suggest a greater degree of success (e.g., SAT \geq 1000, GRE \geq 1200)?
- 2) How will ISU increase market share in major areas such as Indianapolis?
- 3) How can ISU increase the percentage of better-prepared students at schools that currently send us students under their average SAT or HS GPA?

- 4) How can ISU leverage an Experiential Learning/Community Engagement Honors Academy to attract quality out-of-state students?
- 5) What new student markets can be pursued using Indiana State University's experiential learning/community emphases?
- 6) How can ISU become a major competitor in the growing transfer market?

Status:

Detailed Action Steps	Timeline	Responsibility
Develop Short-term plan Develop Long-term plan	Summer 04 Summer 04	Associate VP for Enrollment Management Provost

Integrated Marketing

This plan is designed to increase the awareness and positive perceptions of ISU's academic quality among high-priority target audiences throughout Indiana and Illinois, thereby attracting greater numbers of highly motivated and qualified students and faculty to Indiana State University. Given that competition from community and regional campuses, as well as from sister institutions, is increasing, "telling our story" externally requires a systematic and consistent marketing campaign. Integrated marketing represents a significant step in conveying the excitement being generated on our campus to students and the public across the state, Midwest, nation, and world. The marketing campaign is also geared toward attracting more qualified graduate students by showcasing the funding opportunities and research conducted by faculty members in the various graduate programs.

The integrated marketing campaign is underway and is expected to have a slight impact on the freshmen and transfer classes of 2004 and a more significant impact on the class of 2005. The greater effect of this strategy is its importance in changing the perceptions of the Indiana public toward Indiana State University.

Status: Plan completed

Detailed Action Steps	Timeline	Responsibility
Implement Marketing Plan	July 2004 to June 2005	Associate Vice President for Communications, Marketing, and Public Affairs

Quality Assurance Plan

Demonstrating success in University activities to our constituents is central to achieving the objectives of this strategic plan. The quality assurance plan is the roadmap by which the University will demonstrate its success in 2010. The goals of this plan are to:

- 1) Develop, track, and report on the performance measures for graduate and undergraduate students listed as evidence of the promise statement;
- 2) Revisit and refine University surveys to accommodate the use of the NSSE, and capture graduate student, transfer, and alumni perceptions related to the strategic plan;
- 3) Support informed decision making regarding quality through the meaningful use of evidence;
- 4) Work with Information Technology to develop mechanisms that enhance access to information on a continual basis.

Ensuring quality at Indiana State University should be the responsibility of every Indiana State University division and employee. Academic Affairs is primarily responsible for identifying management information needs for the academic side of the house, implementing policies and procedures to monitor quality, and ensuring that these are observed. OSPIRE is responsible for gathering and providing the information needed for this management purpose as well as developing the annual reporting mechanism for the University.

Timeline: Quality assurance plan will be finalized during Fall 2004.

Detailed Action Steps	Timeline	Responsibility
Quality Assurance Plan	Fall 2004	Executive Assistant to the President for Strategic Planning, Institutional Research and Effectiveness Provost