

## The Pathway to Success

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### STRENGTHEN AND LEVERAGE PROGRAMS OF DISTINCTION AND PROMISE

#### IMPLEMENTATION CHAIR:

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**GOAL FOUR: Strengthen and leverage the academic programs that have earned status as programs of distinction or promise, to bring greater prominence to them and to the University as a whole.**

#### OBJECTIVES:

1. By 2010, define the methodology and criteria for evaluating the effectiveness of programs of national and regional distinction or promise.
2. By 2010, define an ongoing system to enable new programs of distinction to be identified and supported.
3. By 2010, develop strategic plans for programs currently identified as programs of distinction and promise.
4. By 2014, all programs of distinction and promise will have completed an evaluation based upon the criteria and methodology established by 2010.
5. By 2014, 75% of programs of distinction and promise will be meeting or exceeding expectations defined by the criteria and methodology established by 2010.
6. By 2014, increase resources provided to programs of distinction and promise.

	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
Resources provided to programs of strength and promise	+\$500,000	+\$500,000	+\$500,000	+\$500,000	+\$500,000
% of programs of strength and promise meeting criteria	--	--	--	--	75%

#### INITIATIVES

There are two initiatives for achieving the objectives and, collectively, realizing Goal Four:

1. Strengthening Programs of Distinction and Promise
2. Create a Center for Rural Life

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### **STRENGTHENING PROGRAMS OF DISTINCTION AND PROMISE**

**IMPLEMENTATION CHAIRS:** Bob English/Deans' Council

#### **Introduction and Background**

In April 2004, ISU issued a report entitled "Pursuing Institutional Distinctiveness" that became the basis of a year-long effort to identify academic programs of national distinction, regional or state distinction, and programs of promise. As a result, the following ISU programs were designated as falling into one of the three categories, as follows:

#### **ISU Programs Identified as Having National Distinction:**

- Financial Services including:
  - Insurance & Risk Management program
  - Finance Program
  - Accounting Program
  - Networks Financial Institute (funded by \$23 million Lilly Endowment gift)
  - Insurance & Financial Services (Gongaware Center)
  - Investment & Financial Education (Minas Center)
- Teacher Education including:
  - Professional Development Schools Partnership
  - "Learning Network" (Carnegie Corporation Initiative)
  - Teacher Education
  - Innovation Grant & Research Funding (\$1 million+ support)

#### **ISU Programs Identified as Having Regional or State Distinction:**

- Aerospace Technology
- Blumberg Center for Interdisciplinary Studies in Special Education
- Doctor of Psychology – Clinical (Psy.D.)
- Center for the Study of Health, Religion, and Spirituality
- Criminology
- Music Business
- Technology Management (Ph.D.)

#### **ISU Programs Identified as Being Programs of Promise:**

- Athletic Training Clinical Program
- Research Center for Local History & Culture
- Health Sciences
- International Affairs
- Motorsports Studies
- Student Affairs and Higher Education
- University Honors Program

Programs of distinction and promise can become the signature programs for a department and school, which distinguishes those units and helps improve their competitive stature relative to schools and departments of like name / kind at other universities. Having identified a set of programs of distinction and promise, ISU is well positioned to build on that set of valuable programs.

The University has already identified measures to support and advance its programs of distinction, as outlined on its web site: <http://www.indstate.edu/news/news.php?newsid=900>

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This initiative is intended to both refine and supplement those efforts with measures that can help the programs of distinction and promise to attain their full potential and visibility at the regional and national level. In so doing, they will achieve greater visibility for themselves, their host departments and schools, and ultimately for the university. This will, in turn, assist with the university's enrollment and revenue diversification initiatives.

### **Connection to Strategic Priorities**

This initiative relates most directly to:

- Strengthen and Leverage Programs of Distinction and Promise
- Increase Enrollment and Student Success
- Expand and Diversify Revenues

### **Basic Elements and Brief Description**

There are a number of strategies for strengthening and to leveraging Programs of Distinction and Promise including:

- a. Seeking donors capable of large-gift naming opportunities for ISU's distinctive academic programs, schools and colleges to increase funding and distinction, e.g. Jacobs School of Music and Kelley School of Business at IU
- b. Likewise, seeking funding for named endowment, as ISU has done with the Schick Lecture Series to support program operations and special projects.
- c. Intensify fundraising efforts for endowed professorships, as the current "March On" program is doing, to bring faculty of national and international stature to a given program.
- d. Providing special support and specialized staff expertise critical to programs of distinction and promise, e.g., web design, budgeting and contracts, event organization, grant writing
- e. Establishing clear policies about the selection, appointment, evaluation, duties and responsibilities of the directors of such programs and how joint appointments that include faculty responsibilities will be handled. These should include expectations for program management, marketing, event planning, project management, and fund-raising. And providing the training, incentives and infrastructure to support these kinds of expectations which go beyond those of other faculty members.
- f. Developing, validating and implementing a reasonable business plan for each such program which takes into account realistic revenue generation and expense projection going three to five years into the future, and longer if possible.
- g. Establishing a strategic budgeting process at the College level and at the university level to direct base budget support toward programs of distinction and promise which have the leadership energy, continuity of programming, quality of business planning, and potential marketability to reach greater significantly higher levels of success and visibility.
- h. Establishing clear linkages to these programs to those administrators and organizations at the university level which are responsible for coordinating activities related to central institutional initiatives, such as community engagement, experiential learning, environmental sustainability, etc. so that the programs of promise and distinction are included in those conversations and supported in their projects and endeavors which advance those core initiatives

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### **Steps and Timeline**

*Year One: Update Criteria; Expectations and Designation of Programs of Distinction and Promise; Developing Strategic Plans and Business Plans for the Current Programs of Distinction and Promise*

1. Refine the methodology and criteria by which programs are designated as an ISU program of distinction and promise, and the timelines by which currently designated programs will be periodically reviewed. The selection process shall provide for transparency in the method whereby programs are put forward for consideration, consistency in the methods whereby their worthiness is measured against established criteria, and a level of wisdom in the identification of finalists to be recommended to the senior administration. Among the criteria could be a combination of the following:
  - a. The development of new and applied knowledge
  - b. Clear and direct connections to core values of the university
  - c. Recognized quality and distinctiveness in its field as compared to offerings among ISU's peers and competitors, and potential to expand on it over time
  - d. Centrality to the professional or disciplinary focus of its College in which it is located
  - e. Consistently valuable service to the community, region, state, nation and world
  - f. Productivity and potential for securing competitive grants and contracts
  - g. Stature, accomplishments and academic reputation of its faculty
  - h. Stature, accomplishments and professional achievements of its alumni
  - i. Potential as an asset to ISU for fund-raising, student recruitment, and public relations
  - j. Potential as an asset for enrollments and revenue diversification
  - k. Actual level of regional or national recognition achieved
2. Clarify the *specific* expectations, commitments and responsibilities associated with applying for and being selected and maintaining status as a Programs of Distinction and Promise. These might include, among others, an annual reporting of:
  - a. Baseline enrollments
  - b. Amount of external grant and contract dollars
  - c. Number of publications
  - d. Number of service projects and community activities
  - e. Number of graduates produced
  - f. Amount of money raised through gifts and bequests
  - g. Number of interviews given to national media

To the extent possible, there should be formal agreements on these expectations and responsibilities so that the programs, Colleges, and the University each have certain obligations. This would include incentives and funding to support the timely attainment of these expectations and responsibilities.

While a general framework of expectations and responsibilities may be established at the policy level, it would be wise to negotiate individual variations at the program and College levels since there may be reasonable differences for the attainment of external support and competitive recognition among the many different disciplines and professional fields.

3. While steps one and two take place, the Deans and program directors of *current* programs of distinction and promise shall create strategic plans which address program needs and potential, including fund raising priorities and targets for revenues, expenses, scholarships, etc. Among the needs could be additional:
  - a. Facilities and support staff

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- b. Operating and equipment budgets
- c. Student support and assistantship funds
- d. Faculty numbers and released time support
- e. Infrastructure, e.g., Development, Website, Events Office
- f. Support needed to secure competitive external grants and contracts

Among the potential for each program could be:

- g. Contributions to overhead associated with external grants
- h. Ability to raise money from its alumni through annual giving,
- i. Naming opportunities associated with the program itself or its facilities
- j. Ability to raise funds for endowed professorships or other types of faculty support
- k. Capacity to raise funds for student scholarships
- l. Ability to raise funds for program operations and projects, e.g. XYZ Lecture Series

*Year Two: Determine Funding Needs and Fundraising Potential; Develop Strategic Plans and Business Plans for New Programs of Distinction and Promise; Selection of New Programs; Intensify Fundraising*

- 4. Using the refined criteria and expectations, initiate the selection process for programs of distinction and promise in accordance with the timelines established in step one.
- 5. In a manner similar to what was done in step three, deans and program directors of *newly-identified* programs of distinction and promise will create strategic plans for the program which addresses the needs and the potential, including fund raising priorities and targets for revenues, expenses, scholarships, etc.
- 6. The President, Dean and Development Office shall engage in systematic and coordinated activities to intensify fundraising for the identified priorities.

*Year Three and Beyond: Continuing the Effort*

- 7. Annually the deans and senior administration monitor progress of Programs of Distinction and Promise in light of the agreed upon strategic plans for the program, and in view of the general and specific expectations, obligations and responsibilities established. Recommendations for any needed adjustments or mid-course corrections are made.
- 8. To the extent that it is strategically advantageous and fiscally reasonable, yet additional Programs of Distinction and Promise may be identified within various colleges. On the other hand, if it should be necessary due to budgetary realities or the inability of a program to achieve its targets and fulfill its obligations, the designation of Programs of Distinction and Promise may be suspended or removed so that it and the associated efforts of fundraisers and others may be reassigned to more promising programs.

### **Additional Information and Potential Models**

*South Carolina Commission on Higher Education Center of Excellence Program*

While a program for an entire higher education system, the program provides examples on how to foster excellence in selected programs that are instructive to institutions attempting to advance excellence in selected programs.

- University of South Carolina Beaufort Center of Excellence in Collaborative Learning  
[http://www.uscb.edu/a/Connections/Center\\_of\\_Excellence/?page\\_id=292](http://www.uscb.edu/a/Connections/Center_of_Excellence/?page_id=292)

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- Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty  
<http://www.fmucenterofexcellence.org/fmu/>

### *Tennessee Higher Education Commission Center and Chairs of Excellence Programs*

Likewise, these programs of the Tennessee Higher Education Commission are a guide on how special allocations to selected programs of distinction and a central pool to support and provide incentives for campus to expand funding raising for endowed chairs contribute to leveraging programs of distinction.

- [http://www.state.tn.us/thec/Divisions/AcademicAffairs/CentersExcellence/centers\\_of\\_excellence.html](http://www.state.tn.us/thec/Divisions/AcademicAffairs/CentersExcellence/centers_of_excellence.html)
- [http://www.tennessee.gov/thec/Divisions/AcademicAffairs/ChairsExcellence/chairs\\_of\\_excellence.html](http://www.tennessee.gov/thec/Divisions/AcademicAffairs/ChairsExcellence/chairs_of_excellence.html)

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## **CREATE A CENTER FOR RURAL LIFE**

**IMPLEMENTATION CHAIRS:** Biff Williams, Jeff Harper

### **Introduction and Background**

Similar to what institutions located in large cities have done to address urban issues – Temple, Wayne State, Cleveland State and others – Indiana State University has an opportunity to be a leader on issues related to rural life. A Center on Rural Life would focus on topics relating to health, education, commerce, politics, arts and culture in rural communities.

ISU's location in Terre Haute, "The Crossroads of America," makes it a natural place to establish such a Center. It could serve the State of Indiana, the American heartland, and help ISU become known for serving rural areas throughout the world.

A Center for Rural Life can be made up of many components. In its initial stages, the ISU Center would consist of:

- The Rural Health Innovation Collaborative (RHIC)
- A Rural Studies Institute

Both are prime candidates for external funding.

### **Connection to Strategic Priorities**

This initiative relates most directly to:

- Strengthen and Leverage Programs of Distinction & Promise
- Community Engagement
- Experiential Learning
- Recruiting and Retaining Faculty & Staff

### **Basic Elements and Brief Description: The Rural Health Innovation Collaborative (RHIC)**

The ISU component of the RHIC Initiative, a partnership involving Indiana State, Union Hospital, the Lugar Center for Rural Health, Indiana University School of Medicine - Terre Haute, Ivy Tech Community College - Wabash Valley, Terre Haute Economic Development Corporation and the City of Terre Haute, is an ideal element of an ISU Center for Rural Life.

RHIC, already well underway (<http://www.therhic.org/index.html>), will draw upon the strengths of the founding partners to address medical care workforce needs for the region, and increase rural health care services, training and research. RHIC will also advance neighborhood revitalization and economic development, including physical infrastructure build-out, business expansion and attraction, and the each have successful programs to recruit students into health care focused careers and particularly to prepare them for service in rural areas.

There are five major elements to RHIC:

1. Identifying Market and Funding Opportunities
2. Forming Education and Research Initiatives to Advance Rural Health
3. Strengthening Collaboration between the Partners

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4. Developing Facilities for RHIC Programs
5. Neighborhood Development

### **Next Steps and Timelines: The Rural Health Innovation Collaborative (RHIC)**

The steps and timelines for development of the RHIC initiative are outlined in the “Develop Partnership to Advance the University and Community” initiative that appears later in this plan.

### **Basic Elements and Brief Description: Rural Studies Institute**

A Regional and Rural Studies Institute has the potential to demonstrate ISU’s deep, historical and continuing role as a partner with other institutions and with the people of the who live, raise their families, and work on Main Street in small towns all over Indiana and its neighboring states.

While many rural populations in the U.S. face serious issues related to poverty and rural migration as a result of the loss of traditional rural industries including mining, ranching and agriculture, few organizations currently exist that are dedicated to the study and support of these populations.

Research topics that might be investigated from an ISU Rural Studies Institute could include such things as:

- a. Rural health
- b. Human services and education
- c. Rural community economic development
- d. Sustainable food systems
- e. Agriculture

### **Next Steps and Timelines: Rural Studies Institute**

#### *Year One*

#### *Establish Performance Expectations, Determine Costs & Sources of Funding*

The initial University-level target shall be a “Rural Studies Institute” like the one described above. The process below can be used to launch that institute and to continue forward other possible University-level centers or institutes in future years.

1. Develop a university-wide policy framework for reviewing concepts and proposals to form a Rural Studies Institute. This framework should address the five essential functions of all such centers or institutes, including the ROI of greater visibility for ISU:
  - a. advancing scholarship,
  - b. promoting learning,
  - c. increasing community engagement,
  - d. developing becoming self-sustaining with its own revenue streams, and
  - e. promoting positive public visibility for the university around its core values, goals and priorities.
2. Determine the cost to ISU’s operating and capital budgets for the incubation, start-up costs and venture capital costs necessary to successfully launch and a Rural Studies Institute



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during the initial years before it becomes fully self-sustaining. (Director, staff, space, program expenses, fellows stipends, equipment, public relations and marketing, etc.)

3. Survey philanthropic organizations and major institutional benefactors to identify potential matches between their interests and those of ISU for the development of one or more strategic university institute or center.

### *Year Two – Year Three; Secure Funding*

4. To the extent that the necessary funding will come from gifts and grants, begin the cultivation necessary to raise those funds – secure the needed pledges, compete for the grants, and negotiate the partnerships and contracts.
5. To the extent that the incubation and initial start-up year(s) are to be funded by ISU, and / or backed by ISU internal funding, then carve out the necessary allocation from the strategic initiatives portion of the ISU operating and capital budgets.
6. If funding in part is to come from endowment revenues, such as for the full or partial support for an endowed professorship, review endowment expenditure policies to assure that the stream of revenue will flow at the levels necessary to support this initiative.

### *Year Three – Year Four: Open the ISU Rural Studies Institute*

7. Launch the Rural Studies Institute and begin offering programs and services. The Institute can be launched with an acting director selected from among the ISU faculty or senior staff (e.g. a dean) if the plan is to recruit a senior scholar from outside the university to become the director. Having launched the center can assist the recruitment effort and expand the pool of highly qualified individuals.
8. Monitor progress to assure that expectations established in 2009-2010 are being fulfilled. Amend those initial expectations if necessary.

## **Additional Information and Potential Models: Rural Studies Institute**

### **California Institute for Rural Studies**

<http://www.cirsinc.org/OurMission.html>

The work of the California Institute of Rural Studies is dedicated to creating a rural California that is socially just, economically balanced, and environmentally sustainable. As a non-profit research organization, CRIS is committed to pursuing these long-term goals through sound empirical research that is directly relevant to progressive social change.

### **University of Missouri Rural Policy Research Institute**

<http://www.rupri.org/abtpurpose.php>

The Rural Policy Research Institute (RUPRI) provides unbiased analysis and information on the challenges, needs, and opportunities facing rural America. RUPRI's aim is to spur public dialogue and help policymakers understand the rural impacts of public policies and programs.

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### **University of Vermont Center for Rural Studies**

<http://crs.uvm.edu/>

The Center for Rural Studies (CRS) is a nonprofit, fee-for-service research organization that addresses social, economic, and resource-based problems of rural people and communities. Based in the College of Agriculture and Life Sciences at the University of Vermont (UVM), the Center provides consulting and research services in Vermont, the United States, and abroad.

### **Rural Landscape Institute; Bozeman, Montana**

<http://www.rurallandscapeinstitute.org/aboutus.php>

- "A Rural-Urban Partnership for Sustainability in The 21<sup>st</sup> Century"  
[http://www.rurallandscapeinstitute.org/rural\\_urban\\_partnership\\_12\\_15\\_08.pdf](http://www.rurallandscapeinstitute.org/rural_urban_partnership_12_15_08.pdf)

The Rural Landscape Institute, located in Bozeman, Montana, focuses on issues that affect sustainable agriculture and food security throughout the West. Its vision is that farms, ranches and rural communities in the Northern Plains and Northern Rockies are economically viable, are integral to sustainable food systems, are enhancing the health of the land and open space, and are valued as a critical part of the fabric of the national community and culture.

### **Montana State University North American Rural Futures Institute (NARFI)**

<http://narfi.org/>

The NARFI, currently an Internet-based organization – formerly physically located in Bozeman Montana, is designed to connect rural citizens, community leaders, researchers and futurists throughout Montana, North America and around the world who are working on innovative visions to enhance the sustainability of rural regions. Its mission is to provide the most important information relevant to decisions that must be made over the next five decades by rural citizens across North America; and to provide opportunities for those citizens to acquire the skills necessary to evoke and evaluate change and innovation for rural sustainability.